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ABSTRACT

Presented in this guide are 14 multi-disciplinary ethnic heritage units for use with grades 7-12. Included are units for social studies, English, math, music, vocational education, and special education. Each unit contains a lesson plan which lists subject matter, general objectives, a subject overview, and estimated class time. Also listed are content outlines, instructional objectives, learning activities, and materials and resources. Samples of pre- and post-tests are provided. (EB)

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UD 019 449

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ETHNIC HERITAGE

Curriculum Guide
Grades 7-12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The Alabama Course of Study, prepared by the staff and state wide committee from the Alabama State Board of Education, encourages each school system in the State of Alabama to offer curriculum in ethnic heritage.

Accordingly, the Marion City Board of Education submitted for funding to the United States Office of Education, under Title IX of the Elementary and Secondary Education Act, a project entitled "Ethnic Heritage Studies Program." The grant was awarded for the 1977-78 school year.

Under the grant, a training workshop was conducted. Sixty-five teachers and staff members participated in the year-long workshop and produced 25 multi-disciplinary (K-12) ethnic heritage units and were trained to use other ethnic materials.

During the 1977-78 school year the material was written by elementary and secondary teachers who were asked to teach, evaluate, and revise the units. This final printing of the teaching units is the result of their devotion to the task.

Contributing to the success of the program was a lay, multi-ethnic advisory council whose members were cooperative and dedicated.

It is the hope of the council and the staff that the ethnic heritage study units will be a help to other communities and organizations in the establishment of ethnic studies programs as a part of their curriculum. These units will continue to be used in the Marion City School System.

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MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Senior High

Subject: Social Studies

Date: 1978

TITLE: Why They Came

SUBJECT MATTER: This unit is an examination of the immigration process and the forces behind it--the emotions and pressures that forced people to immigrate to America. It is a study of the American people, "a melting pot," minority groups, Civil Rights for all Americans, contributions of minorities to American History, and one's own "roots."

GENERAL OBJECTIVES: Students will increase in their understanding of the concept of immigration and the main forces behind it. Through the understanding of immigration and empathy, students will examine America as a "melting pot" for all people and look at their life styles, goals, and alternative courses of action. Students will acquire greater interest in further study of their ethnic heritage.

OVERVIEW: Many social studies textbooks contain little material on immigration to the United States and the contributions of immigrant groups to American life. Considering that our country is a nation of immigrants, time should be given to the study and understanding of these people, why they came, problems the encountered, and their particular contributions to life in America today. Students should develop a sense of pride and become interested in further study of their ethnic heritage.

PREPARED BY: Bobbie J. Beans
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 15 hours

TITLE: Why They Came

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
A. Why they came: 1. Religious persecution 2. Political tyranny 3. Economic restriction 4. Forced immigration	The social studies class will, after viewing a filmstrip on immigration, list under the correct heading the groups of immigrants and their reasons for coming to America.	1. The students will view two filmstrips, The Dream and The Reality.	Filmstrips: Immigration: The Dream and The Reality. Warren Schloat Productions, Inc. Pleasantville, New York 10570.
		2. After a discussion the students will develop charts showing why each group of immigrants came to America.	Teacher-made charts
		3. Students will draw pictures for the bulletin board depicting life in the mother country of the immigrants.	Drawing paper Crayons Anderson, Jack. "What is Happening to the American Dream?" The Birmingham News. Birmingham, Alabama. March 19, 1978.
B. Some locations from which they came: 1. England 2. Germany 3. Africa	The students will, after role playing the life of immigrants in their mother country, list five conditions (in two of the four countries named) that caused the immigrants to leave.	1. The students will read American history reference books and role play passages about life in the mother country and leaving family and friends to journey to an unknown land.	Mann, Arthur. Immigrants in American Life. Houghton Mifflin Company, 1974. Sandler, Martin. In Search of America. Lexington, Mass.: Ginn and Company, 1975.

TITLE: Why They Came

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
4. Ireland		2. The students will use maps to locate countries where immigrants lived and trace their journey to America.	Brown, Richard, and Wilhel Robinson. Man In America. Atlanta, Georgia: Silver Burdett, 1974. Shafer, Boyd, and Everett Augspurger. United States History. River Forest, Ill.: Laidlaw Brothers, 1973. Fenton, Edwin, and Allan Kownslar. The Americans. Holt, Rinehart and Winston, Inc., 1975. World maps in basic text
C. Life in America Case histories of immigrants: 1. German revolutionist 2. Scottish weaver's son 3. Irish daughter 4. African native 5. Mexican shopkeeper	After reports by classmates on specific case histories of immigrants, students will relate an experience for each case history.	Students will read actual case histories of immigrants and relate experiences to the class.	Mann, Arthur. Immigrants in American Life. Houghton Mifflin Company, 1974. Current, Richard, and Alexander DeCrode. Search for Freedom. Scott, Foresman Company, 1974. Borg, Kirsten. U. S. A.: The American Character. Evanston, Illinois: McDougal, Littell and Company, 1974. Teacher-made list of case histories

TITLE: Why They Came

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
D. Laws governing immigration in the U. S. A.: 1. Chinese Exclusion Act 1880 2. First Literacy Test Act 3. Quota System 4. McCarran-Walter Act	After making a time line on laws governing immigration in the U. S. A., the students will, with the use of textbooks, write the provisions for each law.	1. Using textbooks (history and American government) the student will develop a time line of laws and provisions governing immigration. 2. Using statistical tables of immigration by countries students will find the period during which the most immigrants entered the United States and the country from which they came.	Shafer, Boyd, and Everett Augspurger. United States History. River Forest, Ill.: Laidlaw Brothers, 1973. McClenaghan, William A. Magruder's American Government. Atlanta, Ga.: Allyn and Bacon, Inc., 1975. Statistical Tables. Immigration and Naturalization Service, Annual Reports. Washington, D. C. Reports. Visa Office, Department of State, Washington, D. C.
E. The American people 1. What is an American? 2. "Melting pot" 3. Minority groups in the United States:	After studying the names of Congressmen of the United States, students will show that the American people are varied and come from all parts of the world. Students should list those whose names indicate a foreign background.	1. Using the Congressional list students will try to determine the background of Congressmen. 2. The students will explore the "melting pot" theory and make reports. 3. Reports on minority groups in the United States will be made by students.	Shafer, Boyd, and Everett Augspurger. United States History. River Forest, Ill: Laidlaw Brothers, 1973. McClenaghan, William A. Magruder's American Government. Atlanta, Georgia: Allyn and Bacon, Inc., 1975. World Book Year Book. Supplement to the World Book Encyclopedia. Chicago, Ill.: Field Enterprises Educational Corporation.

TITLE: Why They Came

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
(a) Blacks (b) Indians (c) Spanish-speaking (d) Women			Fleming, Thomas. "The Golden Door" The Birmingham News. Birmingham, Alabama. Feb. 20, 1966.
F. Civil Rights for all Americans: 1. Blacks 2. Mexicans 3. Japanese Americans	The students will make a time chart containing dates of actions taken by the national government to guarantee Civil Rights to all Americans.	1. Students will take notes on Civil Rights and the United States Government as the teacher lectures. 2. Students will study the United States Constitution, looking for specific porvisions for Civil Rights, and make a list of these provisions. 3. Students will report on the increase in Civil Rights in recent years.	Shafer, Boyd, and Everett Augspurger. United States History. River Forest, Ill.: Laidlaw Brothers, 1973. Charts
G. Minorities contributing to America: 1. Blacks 2. Japanese Americans	After hearing reports by class members, students will list two contributions that minorities have made to America's history.	1. Using books, newspapers, magazines, and filmstrips, students will find information on contributions made by minorities to America and make oral	Shafer, Boyd, and Everett Augspurger. United States History. River Forest, Ill.: Laidlaw Brothers, 1973. Tape recorder

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
3. Indians		(taped) and written reports.	Ingrid Kindred. "Black History."
4. Mexicans			The Birmingham News. Feb. 12-17, 1978.
		2. Students will display their reports on the bulletin board.	Ebony. All available issues. Chicago, Ill.: A Johnson Publication.
			Filmstrips: Three Great Americans Martin Luther King John Fitzgerald Kennedy Dwight David Eisenhower
			Singer Educational Training Products. Filmstrips with cassettes. SVE Society for Visual Education, Chicago, Ill.
H. Family history project: 1. My family	The students will complete family study projects at the end of the unit.	1. Using the charts (a) Who am I? (b) Family chart used by anthropologists	Charts: *Who am I? *Family chart used by anthropologists

TITLE: Why They Came

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
2. Some other family		(c) Family chart used by genealogists	*Family chart used by genealogists
3. A great American family		students will complete charts using their own family, some other family, and the family of a great American.	Games: Family Tree. Lakeside, California 92040: Interact Company, 1977.
		2. Students will play simulation game Family Tree. Students may use their families to complete a family study project.	The Black Experience. American History Game. Detroit, Mich.: Theme Productions, Inc.
		3. Students will share family history study projects with classmates, placing emphasis on the unique aspects of the project.	
			*Charts available upon request.

PRE-POST TEST

In each of the spaces to the left, write the letter preceding the word or statement which represents the best answer or the best ending.

A 1. The first laws restricting immigration, in 1882, state that Chinese and Japanese who wished to settle in the United States could:

A. not enter at all
B. come only if they had a certain amount of money
C. come only if they could read and write English
D. come only at the rate of up to 100,000 a year

C 2. After 1882, an immigrant could be prevented from entering the United States for all these reasons except:

A. if he or she had some contagious disease
B. if he or she had been convicted of a crime
C. if he or she was a member of certain religious groups
D. if he or she was mentally deficient

C 3. Congress passed a law in 1917, over President Wilson's veto, that required immigrants to:

A. have a certain amount of money
B. take an oath of loyalty to the Constitution
C. be able to read and write English
D. be literate in some language

B 4. From 1880 to 1900, the most numerous immigrants were:

A. the English
B. the Germans
C. the Polish
D. the Chinese

C 5. After 1900, the most numerous immigrants were:

A. the Irish
B. the Russians
C. the Italians
D. the Spanish

C 6. The McCarran-Walter Act of 1952 changed immigration by:

A. abolishing national quotas
B. allowing unrestricted immigration
C. allowing each Asiatic and Pacific country a small annual quota of immigrants
D. strengthening literacy requirements

D 7. Legislation in 1965 changed the immigration laws by doing all the following except:

A. putting restrictions on immigration from Western Hemisphere nations
B. making the quotas for every country equal
C. letting immediate relatives of United States citizens come in outside the quota system
D. insisting on higher levels of education for immigrants

D 8. Most blacks came to America because of:

A. religious persecution
B. political tyranny
C. economic restrictions
D. forced immigration

A 9. The Know-Nothings of the 1840's, the A. P. A. of the 1880's and 1890's, and the Ku Klux Klan in the 1920's all had in common:

A. a dislike of "foreigners" and Roman Catholics
B. a base mainly in the western states
C. a strong influence on the Democratic party
D. interest in the free coinage of silver

C 10. The first Roman Catholic President of the United States was:

A. William H. Taft, 1908
B. Herbert Hoover, 1928
C. John F. Kennedy, 1960
D. Lyndon Johnson, 1964

_A_ 11. The largest "minority group" in the United States is:

A. blacks B. Jews C. Mexicans D. women

_D_ 12. The Caucasoid, Mongoloid, and Negroid races have measurable differences in all except:

A. texture of hair B. skin color C. shape of head D. blood

_C_ 13. Nonwhites are about _______ percent of the United States population?

A. 45 B. 5 C. 13 D. 1

_C_ 14. Which of these groups considers itself separate from the United States, although living there and actually having many treaty relationships with the government?

A. blacks B. Jews C. Indians D. Mexican-Americans

_A_ 15. The minority group with the lowest average income in the United States is:

A. Indians B. Chinese C. blacks D. Spanish-speaking people

_A_ 16. There is no such thing as a "typical" American because there are so many distinct cultural patterns within America, each of which has its own strengths and resists being assimilated to any typical pattern. This state best fits the idea of America as a:

A. melting pot B. salad bowl C. predominantly Anglo-Saxon culture
D. materialistic society

A 17. A stereotype is a way of considering people that:

A. makes them seem inferior
B. explains everything about a person by emphasizing that he is a member of a particular group
C. considers scientific evidence about a group
D. makes religion the most important thing

A 18. All these organizations are dedicated to lessening religious prejudice in the United States except:

A. the Ku Klux Klan
B. B'nai B'rith
C. Knights of Columbus
D. National Conference of Christians and Jews

B 19. The main difference between the Dawes Act of 1887 and the Indian Reorganization Act of 1934 was that:

A. the first denied citizenship to the Indians while the second made them citizens
B. the first tried to break up tribal organizations and the second tried to support them
C. the first put most Indians on reservations and the second tried to get them off
D. the second had much more to do with education than the first

A 20. Brown vs. Board of Education in 1954 reversed the Supreme Court's ruling in Plessy vs. Ferguson in 1896 by saying that:

A. "separate but equal" schools for blacks and whites were unconstitutional
B. blacks had a right to vote on equal terms with whites
C. job discrimination is unconstitutional
D. states could not make laws about discrimination

C 21. The constitutional amendment that has been most important in defining citizenship and rights of citizens of the United States has been the:

A. 2nd
B. 6th
C. 14th
D. 21st

A 22. By the early 1970's blacks had achieved all of the following except:

A. general economic equality with whites
B. representation in the House of Representatives, the Senate, the Cabinet, the Supreme Court, and many state and local governments
C. Supreme Court ruling ordering immediate desegregation of school systems
D. laws against discrimination in jobs and places of public accommodation

D 23. During World War II, more than 110,000 people were kept in United States concentration camps. They lost their jobs, property, and community standing. This happened to:

A. American Jews of German descent
B. black people living near vital defense factories
C. Mexican-Americans
D. Americans of Japanese descent

D 24. Migrant farm workers in the Southwest are likely to belong to which of these minority groups:

A. Asiatic Americans
B. blacks
C. Indians
D. Mexican-Americans

D 25. These famous Black Americans were from Alabama except:

A. Coretta Scott King
B. W. C. Handy
C. Nat "King" Cole
D. Dr. George Washington Carver

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Ninth

Subject: English

Date: 1978

TITLE: Exploring Mythology

SUBJECT MATTER: Emphasis will be given to readings from such diverse cultures as African, Greek, Roman, Norse, and American Indian.

GENERAL OBJECTIVES: As students explore early explanations of the creation of gods and men, of seasons, of life and death, and of the human condition in a pre-Christian world, they begin to investigate the analogies that spring from philology and comparative mythology that convince us that the universalities of myths bind people as diverse as Olaf Svarf and Adonis Thelopolis and John Doe and Chauma Imwibi into that larger race called "human."

OVERVIEW: Exploring Mythology is designed as a six-week mini course for ninth grade academically capable students. Since mythology has been rightly called the "handmaid of literature," it is essential that students be provided the opportunity to explore those readings that give to literature much of its richness through mythological allusions.

PREPARED BY: Robert W. Eiland
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 30 hours during a period of six weeks

TITLE: Exploring Mythology

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Introduction to Mythology	To develop critical reading skills To introduce basic concepts of culture and literary heritage To illustrate how mythology incorporates a culture's philosophy, values, ideals, and life	To read the origins of myths from at least three sources To answer specific questions, such as: 1. What is myth? 2. Who created myths? 3. Why were myths created? 4. How have myths changed? To view FS Series 49 and 50 To read and summarize Life Educational Reprint 3 and 14	Colum, Pordriac. The Children of Odin. New York: The Macmillan Company, 1964. Hamilton, Edith. Mythology. Boston: Little Brown and Co., 1969. MacCullock, Canon John Arnott, ed. The Mythology of All Races. Volume VII. New York, 1964. FS Series 49-Myths and Legends of Ancient Greece. FS Series 50-Myths and Legends of Ancient Greece. Life Educational Reprint 3 Greece: The Birth of Reason. Life Educational Reprint 14 Greece: Myths, Gods, Heroes.
II. Creation Myths	To improve oral expression skills	To read creation myths	

TITLE: Exploring Mythology

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	To write and read/perform myths in current vernacular	To compare the creation of the world from various mythologies to the Biblical accounts in a brainstorming and ranking or rating activity	Arnott, Kathleen. African Myths and Legends. New York, 1962.
		To organize a panel or round table discussion about man's origins, emphasizing similarities and differences in myths	Bulfinch's Mythology. New York: The Modern Library, 1934.
		To reconstruct, rewrite, revise, and tell, read, or perform a myth for class	Johnson, James Weldon. God's Trombones. New York, 1927.
		To prepare a drama based upon mythological origins	Marriott, Alice, and Carol K. Rathlin. American Indian Mythology. New York, 1968.
		To role play characters and/or situations	
		To perform a reading with two or more class members	
		To compare the Biblical account to God's Trombones	

TITLE: Exploring Mythology

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
III. The Gods (Major)	To identify major gods and goddesses	To match names with descriptions To match names with symbols To compare selected gods/goddesses in short essay questions To write character analyses To place a given god/goddess in the correct ethnic group To construct family trees of selected gods/goddesses To describe or draw mythological characters To make a bulletin board display of class pictures and cut-outs concerning mythological identities To construct a Match game to place the right god with his paramour or spouse	Guerber, H. A. Myths of Northern Lands. New York: American Book Co., 1895. Hazeltine, Alice I. Hero Tales from Many Lands. New York, 1961. Kravitz, David. Who's Who In Greek and Roman Mythology. New York: Clarkson N. Potter, Inc., 1976. FS Series 49, 50, 86-91, and World History Enrichment Series Educational Reprints 3, 14, and 56

TITLE: Exploring Mythology

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
IV. Resurrection and other similar myths	To assess the universality of myths	To read resurrection stories To read flood, fish, death, nature, trickster-hero, and Promethean stories that have similar characters and/or plots To devise an original rating scale to rank the stories on common elements, such as story line, plot line, people, themes, morals To write discussion questions, discussing the similarities of two-four myths To list common elements from similar myths To write an original resurrection myth based upon Greek, African, or Indian models To compare flood myths with Noah	Arnott, Kathleen, African Myths and Legends. New York, 1962. Bible Bulfinch's Mythology. New York: The Modern Library, 1934. Colum, Pordraic. The Children of Odin. New York, 1964. Hamilton, Edith. Mythology. Boston: Little Brown and Co., 1969. Larousse Encyclopedia of Mythology. "Mythology of Black Africa." Batchworth Br. Ltd., 1959. MacCulloch, Canon John Arnott, ed. The Mythology of All Races. Volume VII. New York, 1964. Marriott, Alice, and Carol K. Rathlin. American Indian Mythology. New York, 1968.

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TITLE: Exploring Mythology

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
V. Words from the myths	To trace the origins of words To recognize allusions to words, terms, names from mythology in contemporary literature	To look up and annotate the origins of words from a teacher prepared word list To read the myths from which some common words are derived (echo, narcissistic, pandemonium) To add the words to the weekly spelling and vocabulary lists To represent the word in a student drawing or with appropriate cut-out pictures and original poems	Dictionaries Kravitz, David. Who's Who in Greek and Roman Mythology. New York, 1976.
VI. Current Mythology	To illustrate that mythology forms the broad base upon which a large amount of western literature is formed	To read poetry and stories in which mythological terms, names and symbols are used To find pictures, products, and inventions that are represented by mythological symbols or terminology (FTD, Thor Missile)	

TITLE: Exploring Mythology

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		To compare older mythological prototypes with their modern day counterparts (Lock Ness, Abominable Snowman, Robot, Bionic Man)	
		To view filmstrips in which American folk heroes are patterned upon earlier mythological models	FS Series 25, 55, and 62

PRE-POST TEST

Matching

G 1. Jove
H 2. Nyame
E 3. Thor
B 4. Maheo
D 5. Apollo
I 6. Demeter
J 7. Kumokums
A 8. Odin
C 9. Ndriananahary
F 10. Loki

A. Norse Sky Father
B. Cheyanne name for All-Spirit
C. Madagascar God
D. Greek god of music, poetry, archery, manly beauty
E. Norse Thunder god
F. mischief maker of Norse mythology
G. one of Roman names for supreme god
H. Ashanti name for God of All Things
I. Greek goddess of grain
J. Modoc name for Creator of All Things

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Tenth

Subject: English

Date: 1978

TITLE: Amen, Amen: A Live Performance of God's Trombones

SUBJECT MATTER: The study necessarily had a rather narrow focus since our chief objective was to present portions of God's Trombones to a live audience. Much of the activity that was generated from the study was student-based as they became involved in the ramifications of the project.

GENERAL OBJECTIVES: Students become involved in an active quest for music, speech patterns, roles, dress, mannerisms, which can be combined with the written word to produce a work of art. After assembling a package of songs, music, and words, the class performs for a live audience.

OVERVIEW: Many of the students at school, both black and white, are totally unaware of the unique contributions of black artists to the rich cultural diversity of the United States. As students explore God's Trombones, they become involved in discussions and comparisons with the Bible, with contributions that black artists have made to the United States arts, with cultural word origins, connotations, nuances, language flow, imagery, and with undiscovered talents of fellow students. Most of them laud the enthusiasm and spirit that the project generated among class members, and both black and white students respond to the reinforcement of the black cultural identity through something more than a "stereotyped darky."

PREPARED BY: Robert W. Eiland
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 10 hours

TITLE: Amen, Amen: A Live Performance of God's Trombones

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
God's Trombones	To perform selected portions of God's Trombones for a group of teachers, students, and/or parents To sing, to laugh, to memorize, to preach, to enjoy a literary masterpiece	To compare selected stories from Johnson's work to their Biblical counterparts To identify musical selections (hymns, spirituals, rock, soul, classical) which can provide appropriate "mood" for reading the selections To perform at least one of the sermons for the class with emphasis upon oral presentation, body language, appropriate syncopation, and atmosphere (one student working alone or several students working together) To discuss polyrhythmic variations, imagery, graphic imagery, and figures of speech from the selections	Bible Johnson, James Weldon. God's Trombones: Seven Negro Sermons In Verse. New York, 1927. Recording of God's Trombones (Francis Marion Library) Selected recordings by black and white musicians, singers Selected music to complement the readings Black singers and pianists who helped capture the "flavor" of the work

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Junior and Senior High

Subject: English

Date: 1978

TITLE: Black Poets: Langston Hughes, Countee Cullen, Gwendolyn Brooks, and James Weldon Johnson

SUBJECT MATTER: This unit is a study of four Black poets and their contributions to the growth and development of various themes in poetry.

GENERAL OBJECTIVES: Students will experience increased awareness of Black contributions to poetry. Students of all races will attain a better understanding of themselves and others. Students will increase their enjoyment of poetry and gain interpretive skills according to their own experiences, capabilities, and values.

OVERVIEW: Poetry is an expression of an individual's innermost feelings and thoughts. Often students learn more about an author by reading his poetry than by reading any other form of literature. The purpose of the unit is to recognize the contributions of Black poets and to assist students in achieving a better understanding of themselves and others. Stimulating pride in heritage and awareness of the unique contributions of ethnic writers will give young people long range goals in expressing appreciation for members of ethnic groups.

PREPARED BY: Viola Daniel
Ginger Richardson
Jeannine Rogers
Louise Scarborough
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 8 hours

TITLE: Black Poetry

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Definition and characteristics of an ethnic group	Given a preview of the characteristics of the different ethnic groups, the students will identify four ethnic groups according to characteristics exhibited in the film. Students will determine the ethnic group to which they belong.	Students will view the filmstrip What Is An Ethnic Group. 1. Students will answer teacher made questions about the film in an oral discussion. 2. Students will list five characteristics of their own ethnic group.	What is an Ethnic Group. Ethnic Studies Teacher Resource Kit, Producer-Social Science, Education Consortium, Inc. Questions on ethnic groups
II. The role of each student in a pluralistic society	Students will relate and develop a better understanding of their ancestor's cultural background and environment and role they have played in establishing a culturally pluralistic society.		
	Students will plot on a map of the United States the locations of their ancestors' origins.	Students will make a display containing maps on which are plotted the origins of their ancestors.	Maps of the United States

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TITLE: Black Poetry

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
III. Contributions of four Black American poets			
A. Langston Hughes	Having viewed and discussed the film of Langston Hughes's life, students will name five of Hughes's contributions to literature.	Students will view the film Langston Hughes.	Langston Hughes. Brunswick Productions, GER 42.
	After reading the poem "Mother to Son," students will write an individual interpretation of the poem.	Students will read the poem "Mother to Son" orally from a handout. 1. Students will locate the two metaphors within the poem. 2. Students will answer teacher-prepared questions pertaining to the poem.	Hughes, Langston. "Mother to Son." In The Poetry of the Negro. Ed. Langston Hughes and Arna Bontemps. New York: Doubleday and Company, 1970, p. 186.
	After listening to the teacher read the poem "Let America Be America Again," students will dramatize (through a choral reading) the ethnic rhythmic patterns used by Hughes.	After being assigned parts, students will practice their individual parts.	Hughes, Langston. "Let America Be America Again." In The Poetry of the Negro. Ed. Langston Hughes and Arna Bontemps. New York: Doubleday and Company, 1970, pp. 193-195.

TITLE: Black Poetry

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		Students will arrange the room and prepare for taping. Students will make necessary costumes for their individual parts and tape the poem. Students will listen to the tape of the poem which they will have recorded at the conclusion of the class period.	Blank tape/cassette player
B. Countee Cullen	After a pictorial presentation of several Black poets, 80% of the students will correctly identify Hughes, Cullen, Brooks, and Johnson by raising their hands.	Students will view pictures of Black poets.	Ebony Photopaks No. 2. Famous Contemporary Negroes. Chicago: Johnson Publishing Company, Inc. Buck, Gladys G., and Josephine Buck Jones. The Black Experience. Part Two. St. Louis: Milliken Publishing Co., 1971, p. 27A. (color transparencies).
	Students will experience writing a poem by filling in selected blanks provided by the teacher for the poem "Incident."	Students will fill in the blanks with their own interpretations of words omitted from the poem "Incident."	Handout of "Incident" with omission of words

TITLE: Black Poetry

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	After listening to the reading of "Incident" students will orally compare their own wording with that of the author.	Students will listen to the reading of the poem "Incident" by a student. 1. Students will compare their interpretations of words to those of the author. 2. Three students will read their word interpretations of the poem.	Robinson, Wilhelmenea S. The International Library of Negro Life and History: Historical Negro Biographies. New York: Publisher Co., Inc., 1967, p. 177. Handout of the poems, "Incident," "From the Dark Tower," and "Tableau."
	After reading "Tableau" and "From the Dark Tower" students will discuss how poetry is a reflection of the poet's life.	Group Activities 1. Students will be divided into groups. 2. Each student will receive a copy of all poems to be studied. 3. One student will read poems orally to the group. 4. Students will write their own answers to the questions handed out by the teacher on the poet's view of poetry and poem content.	Tante, Dilly. Living Authors: A Book of Biographies. New York: The H. W. Wilson Company, 1935, pp. 89, 185, 197, 198. Cullen, Countee. "Incident." In The Poetry of the Negro. Ed. Langston Hughes and Arna Bontempts. New York: Doubleday and Company, 1970, p. 235. Cullen, Countee. "From the Dark Tower." In The Poetry of The Negro. Ed. Langston Hughes and Arna Bontemps. New York: Doubleday and Company, 1970, p. 235.

TITLE: Black Poetry

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
			Cullen, Countee. "Tableau." In Black Poets of the United States. Ed. Jean Wagner. Urbana: University of Illinois Press, 1973.
	After hearing the panel discussion, students will gain insight into building a better society and their own ethnic heritage.	Panel Discussion 1. Two students will be selected from each group. 2. Students will answer questions discussed during group activities.	Teacher made questions on poet's view of poetry and poem content
	After listening to a recording of Negro poetry, students will list four topics that are popular with Negro poets.	Students will listen to the record An Anthology of Negro Poetry for Young People. 1. Students will discuss the record of poems. 2. Students will list on paper four topics used in the poems.	Record player Bontempts, Arna. An Anthology of Negro Poetry for Young People. Folkways, FC 7114, 1958.
	After studying the contributions of Countee Cullen, the students will list at least six important contributions the author has made to the youth of America.	Students will write a list of the contributions of the author.	Marr, Warren, II, and Harry A. Ploske. The Negro Almanac: A Reference Work on the Afro American. 3rd Revised Ed. New York: Bellweather Company, 1976, p. 720.

TITLE: Black Poetry

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
C. Gwendolyn Brooks	After viewing the film Gwendolyn Brooks, 80% of the students will list five contributions made by the author.	Students will view the film Gwendolyn Brooks. 1. Students will list other contributions of the author. 2. Students will check their papers.	Filmstrip and projector Gwendolyn Brooks. Brunswich Producers. SERY 2.
	After reading the poem "The Explorer," students will circle a minimum of three figures of speech and label these in the margins.	The poem "The Explorer" will be read. 1. Students will locate figures of speech within the poem. 2. Students will label figures of speech in the margins.	Brooks, Gwendolyn. "The Explorer." In The United States in Literature. Ed. Robert C. Pooly. Chicago: Scott, Foresman, and Company, 1963, p. 596.
	Students will interpret figurative expressions in "In Honor of David Anderson Brooks, My Father" by listing and writing their meanings with 80% accuracy.	Students will read the poem "In Honor of David Anderson Brooks, My Father." 1. Students will list examples of figurative language. 2. Students will write their interpretations of these expressions.	Brooks, Gwendolyn. "In Honor of David Anderson Brooks, My Father." In Adventures in American Literature. Ed. James Early. Chicago: Harcourt, Brace, Jovanich, Inc., 1973, p. 674.

TITLE: Black Poetry

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	After reading "Mrs. Small," students will write an individual interpretation of the poem.	Students will read the poem "Mrs. Small" and discuss its meaning.	Brooks, Gwendolyn. "Mrs. Small." In Adventures in American Literature. Ed. James Early. Chicago: Harcourt, Brace, Jovanich, Inc., 1973, p. 674-675.
D. James Weldon Johnson	After reading background information on James Weldon Johnson, students will list six of Johnson's contributions to literature.	Students will list the major contributions of James Weldon Johnson.	Johnson, James Weldon. Book of American Negro Poetry. New York: Harcourt, 1931.
	After reading "Lift Every Voice and Sing," students will write an individual interpretation of the poem.	Students will read the poem "Lift Every Voice and Sing" orally from a handbook. 1. Students will locate ethnic words used in the poem. 2. Students will write the words in the margins.	
	After completing their study of "Lift Every Voice and Sing," students will respond to a teacher-prepared test with 80% accuracy.	Students will answer teacher-prepared test questions pertaining to the poem.	Teacher-prepared test

TITLE: Black Poetry

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
IV. Culminating activities	Students will appreciate "The Creation" as an example of classical elegance in Negro poetry.	Students will view the film James Weldon Johnson, which contains a presentation of "The Creation."	James Weldon Johnson. Education Division of Alabama Power Co., Birmingham, Alabama.
	Students will gain insight into the overall picture of Black American poets and their contributions.	Students will read and work Black Expression I, II, III (duplicating pages), which deal with authors previously studied in this unit and other notable Black expressionists, particularly those of the Black Renaissance.	Buck, Gladys G., and Josephine Buck Jones. The Black Experience. Part Two. St. Louis: Milliken Publishing Co., 1971, pp. 25-27.

PRE-POST TEST

1. Which of the following is a reason for studying an ethnic group?

A. helps students develop a better understanding of their own skills
B. helps students develop an understanding of their own background
C. helps the student build a better society for all
[✓ D.] all of the above

2. Which of the following are used to indicate a metaphor?

A. like, as B. if, then C. neither, nor [✓ D.] none of the above

3. At the age of thirteen, this black poet published some poetry in a children's magazine:

A. Langston Hughes B. James Weldon Johnson [✓ C.] Gwendolyn Brooks D. Countee Cullen

4. In the poem "Mother To Son" by Langston Hughes, what words are used to symbolize hardships?

[✓ A.] splinters and tacks B. rocks and tacks C. dirt roads and broken bridges
D. tornadoes and hurricanes

5. Many of Gwendolyn Brooks' poems are concerned with a Negro community near Chicago named:

[✓ A.] Bronzeville B. New Albany C. Pittsfield D. Rantone

6. In the poem "Mrs. Small," the line "and silence her six" refers to:

A. her six houses [✓ B.] her six daughters C. her six sons D. her six children

7. A refrain is the repetition of one or more phrases in a poem, usually located:

A. in the middle [✓ B.] at the end C. at the beginning D. all of the above

8. The main idea in the poems "Tableau" and "From the Dark Tower," which were written by the Black American poet Countee Cullen, is:

A. paying homage to the beauty of a black woman
B. pleasure of those who dance to the sound of jazz
C. what the black man was able to achieve yesterday
[✓ D.] someday all blacks and whites will realize that they will unite and compliment each other

9. The significance of the dream in "Let America Be America Again" is the dream of becoming:

A. famous B. happy C. wealthy [✓ D.] free

10. Which of the following words are used to indicate a simile?

A. than, if B. either, or [✓ C.] like, as D. neither, nor

11. What Black poet rose to prominence when, at the age of nineteen, his poem "The Negro Speaks of Rivers" was published in the *Crises*?

A. James Weldon Johnson [✓ B.] Langston Hughes C. George M. Horton D. Paul Lawrence Dunbar

12. The famous Black American poet who wrote the poem "Mother to Son" is"

A. Andrew Young [✓ B.] Langston Hughes C. Reginald King D. Ernest Hemingway

13. In the poem "In Honor of David Anderson Brooks, My Father" by Gwendolyn Brooks, what qualities of her father does the author admire?

A. his love and care   B. his fondness for his family   C. his love of reading
D. his love of horses

14. The Harlem Renaissance was a group comprised of young Black artists, writers, and musicians. Which of these is not one?

A. Jean Toomer   B. Langston Hughes   C. Carl Sandburg   D. Georgia Johnson

15. In the poem "Let America Be America Again," Liberty is an example of:

A. alliteration   B. personification   C. similie   D. metaphor

16. What advice does the mother give to the son in "Mother to Son"?

A. not to give up   B. keep on trying   C. combination of A and B
D. success will eventually come

17. In the poem "Mrs. Small," who came to call on the mother?

A. the doctor   B. the paper boy   C. a neighbor   D. the insurance collector

18. The main idea in the poem "Tableau" by Countee Cullen may be compared to the main idea in his poem:

A. "Ode on a Grecian Urn"   B. "From the Dark Tower"   C. "My Last Duchess"   D. "The Rape of the Lock"

19. Personification is giving human characteristics to:

A. animals B. inanimate objects C. ideals D. all of the above

20. This poet, widely regarded as the dean of American Negro writers, increased in popularity after his death in 1967:

A. George Moses Horton B. Paul Lawrence Dunbar C. Langston Hughes D. James Weldon Johnson

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: 7-10

Subject: Life Science and Biology

Date: 1978

TITLE: Structural Differences of the Three Primary Races

SUBJECT MATTER: An examination of the structural characteristics of the basic primary races with variations due to environment

GENERAL OBJECTIVES: The student will be able to describe two structural differences of the three primary races and explain their variations due to environment.

OVERVIEW: This material has been compiled as a unit on ethnic heritage and has been assembled in such a way that a teacher may use it as a single unit or in parts which may be integrated into the present units of study.

PREPARED BY: Clara B. Daniel
Wilsolene Vice
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 10 hours

TITLE: Structural Differences Of The Three Primary Races

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
A. Definition of race	A. Each student will define a race by using his own opinion and matching (comparing) it with the scientific definition, according to individual understanding and ability.	A. Write a paragraph in his own words of his concept of a race. Using scientific reference books and dictionaries, form a scientific definition.	Dictionaries *World Book Encyclopedia*. *Collier's Encyclopedia*. *Compton's Encyclopedia*. *The New Book of Knowledge*. Villee, Claude A. *Biology*. W. B. Saunders Co., 1957.
B. Identification of races	B. The student will identify the three foundation races: Negro, Caucasian, and Mongol by matching pictures to the different racial groups in preparing a chart of classification.	B. Compare pictures of people and try to determine their races. Develop a method of classification according to individual understanding and ability.	Magazines Slides Photographs Picture books
C. Classification of races and ethnic groups	C. The student will classify the members of the science class using his method of classification.	C. Prepare a chart classifying each student according to: 1. race 2. hair 3. eye color 4. shoe size 5. sex 6. height	Student classification charts

TITLE: Structural Differences of the Three Primary Races

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
D. Body shape in relation to body heat	D. The student will be able to state the reasoning for long, slender bodies in the tropics and short, compact, bodies in colder regions.	D. Write a report on the shape and size of: 1. Eskimo 2. Aborigine 3. Mongoloid 4. Bushman 5. Caucasian 6. Pygmy	Fitzpatrick, Frederick L., Harold E. Teter, and Thomas D. Bain. Living Things. Holt, Rhinehart, and Winston, 1970. Villee, Claude A. Biology. W. B. Saunders Co., 1957. Coon, Carleton S. The Living Races of Man. Alfred A. Knopf, Inc., 1965. World Book Encyclopedia.
E. Variations in body hair	E. The student will describe the differences in the three primary races according to hair structure.	E. Conduct an examination of different types of hair under the microscope and describe the difference. Plot on a map the populations of ethnic groups according to the amount of facial hair.	Microscopes Slides (student-made and prepared) Coon, Carleton S. The Living Races of Man. Alfred A. Knopf, Inc., 1965.
F. Skull structure	F. The student will be able to describe two differences in skull structure among the three primary	F. Make a chart comparing the following differences in skull structure:	Fitzpatrick, Frederick L., Harold E. Teter, and Thomas D. Bain. Living Things. Holt, Rhinehart, and Winston, 1970.

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TITLE: Structural Differences of the Three Primary Races

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	races by writing a short paragraph or participating in class discussion.	1. Height of cheekbones 2. Opening of nasal passages 3. Height of forehead	Villee, Claude A. Biology. W. B. Saunders Co., 1957. Coon, Carleton S. The Living Races of Man. Alfred A. Knopf, Inc., 1965.
G. Other variations (skin color, eye color)	G. The student will use variations in classifying the three primary races.	G. Make a chart comparing the differences in: 1. Skin color 2. Hair color 3. Eye color	Fitzpatrick, Frederick L., Harold E. Teter, and Thomas D. Bain. Living Things. Holt, Rhinehart, and Winston, 1970. Villee, Claude A. Biology. W. B. Saunders Co., 1957. Coon, Carleton S. The Living Races of Man. Alfred A. Knopf, Inc., 1965.
H. Student revision of classification system	H. The student will be able to classify scientifically the three primary races according to structural differences.	H. Using charts that he has prepared, each student will revise his method of classification according to individual understanding and ability.	Student prepared charts

STRUCTURAL DIFFERENCES OF THE THREE PRIMARY RACES

Pre-Post Test

(Underlined letters are correct answers)

1. Which of the following is considered a foundation race?

A. Mongol B. Swiss C. Viking D. Hobbits

2. Which of the following is not considered a foundation race?

A. Mongols B. Negroes C. Causasian D. Annelids

3. The greatest amount of melanin is found in:

A. Negores B. Indians C. Eskimos D. Swiss

4. Which of the following directly affects melanin?

A. ultra-violet light B. calcium in diet C. temperature of climate D. amount of education

5. Which race has the largest amount of facial hair?

A. Ya-hoos B. Negroes C. Caucasian D. Eskimos

6. Which body shape would lose heat faster?

A. long and slender B. short and slender C. short and compact D. long and compact

7. In which climate would you expect to find short, compact people?

A. tropics B. middle latitude [✓ C.] arctic D. savanna

8. A narrow nasal passage is characteristic of people living in:

A. tropics B. Central America [✓ C.] deserts D. arctic

9. The reasons why certain ethnic groups have a high rate of disease lead to one important factor which has to do with:

[✓ A.] socio-economic conditions B. large families C. location of organs in body
D. origin and culture

10. Hypertension among Afro-Americans is high because of:

A. food and diet B. education and welfare C. climate reasons [✓ D.] living conditions and social blocks

MARION CITY SCHOOLS

Marion, Alabama

Grade Level: Junior High

Subject: Mathematics

Date: 1978

TITLE: Using Math to Introduce Ethnic Studies or Vice Versa

SUBJECT MATTER: Decimal numerals as another way of naming fractional numerals will be introduced. The basic concepts and operations will be applied to decimal numerals.

GENERAL OBJECTIVES: The students will use materials with interesting ethnic content to provide the impetus for learning basic skills. The students will develop accuracy and speed in computations with decimal numerals. The students will increase their knowledge and with knowledge increase their understanding of the experiences of ethnic people--men and women in different occupations and with different contributions.

OVERVIEW: A unit on decimal numerals is routine subject matter for seventh grade students. Given interesting ethnic information students will compute problems, write answers, and "code in" letters for their answers which name Black Americans. By using interesting materials and coded worksheets, the students will have added motivation not only to learn basic mathematical skills but added motivation for interest in social studies and current events.

PREPARED BY: Jean J. Nichols
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 10 hours during a period of 2 weeks

TITLE: Using Math to Introduce Ethnic Studies or Vice Versa

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Decimal names for fractional numerals	The students will:	The students will:	Keedy, Mervin. Exploring Modern Mathematics. New York: Holt Rinehart and Winston, Inc., 1971.
	A. Write expanded numerals when decimal numerals are given.	1. Draw and use place value charts to expand numerals.	
	B. Write decimal numerals when expanded numerals are given.	2. Complete coded worksheets which contain exercises to write decimal numerals for fractional numerals, fractional numerals for decimal numderals, and exercises to write word names for decimals.	Ecklund, Larry. Famous Black Americans: Number Puzzles. Book A. Fresno, California: Creative Teaching Associates, 1975.
	C. Write decimal numerals when fractional numerals are given.		Ecklund, Larry. Famous Black Americans: Number Puzzles. Book B. Fresno, California: Creative Teaching Associates, 1975.
	D. Write fractional numerals when decimal numerals are given.	a. William Wells Brown, novelist	
	E. Write word names for decimal numerals.	b. John Hope Franklin, historian	Silvani, Harold. Famous Athletes Number Puzzles. Fresno, California: Creative Teaching Associates, 1974.
		c. Elmer Simms Campbell, cartoonist	
			Encyclopedias
			Ploski, Harry A., Ph. D., and Warren Marr, II., eds. The Negro Almanac: A Reference Work on the Afro American. 1976 Bicentennial Ed., 3rd rev. ed. New York: The Bellwether Company.

TITLE: Using Math to Introduce Ethnic Studies or Vice Versa

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
			Cortes, Carles E. Understanding You and Them: Tips for Teaching about Ethnicity. Boulder Colorado: ERIC Clearing House, 1976. The idea of the worksheets and some of their ethnic content are from the Number Puzzle workbooks by Ecklund and Silvani.
II. Addition with decimal numerals	The students will: A. Add with decimal numerals. B. Place decimal numerals to add tenths to tenths.	The students will: 1. State and explain steps to add tenths to tenths. 2. Practice addition of decimal numerals at chalkboard. 3. Complete coded worksheets with addition exercises. a. Henry O. Flipper, cadet at West Point b. Mary McLeod Bethune, educator	

TITLE: Using Math to Introduce Ethnic Studies or Vice Versa

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
III. Subtraction with decimal numerals	The students will subtract with decimal numerals and place in proper columns for computation.	The students will: 1. State and explain steps to subtraction exercises. 2. Participate in chalkboard practice. 3. Complete coded worksheets with subtraction exercises. a. James Beckwourth, Indian fighter b. Dr. Daniel Hale, heart surgeon c. Althea Gibson, tennis player	
IV. Rounding with decimal numerals	The students will round to nearest ten, ones, tenths, using approximation symbol.	The students will: 1. Draw and use number line to help round decimal numerals. 2. Participate in chalkboard practice rounding decimals.	

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		3. Complete coded worksheets with exercises rounding decimals. a. Dr. Charles Drew, doctor-scientist b. Paul Williams, architect	
V. Multiplication of decimal numerals	The students will multiply decimal numerals and state the rule for placement of the decimal point.	The students will: 1. Participate in multiplication drills. 2. Practice at chalkboard. 3. Complete coded worksheet with multiplication exercises. a. Benjamin O. Davis, Jr., Air Force officer b. Mary Edmonia Lewis, sculptress	

TITLE: Using Math to Introduce Ethnic Studies or Vice Versa

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
VI. Estimating	The students will estimate in order to place decimal point in a numeral for a product and be able to determine reasonableness of it.	The students will complete coded worksheets with estimating exercises. a. Willie Mays, baseball player b. Arthur Ashe, tennis player	
VII. Multiply by powers of 10	The students will multiply by a power of ten by moving the decimal point.	The students will complete coded worksheets with exercises with powers of 10 as factors. a. Edward M. Bannister, painter b. Edward William Brooke, Congressman	
VIII. Division of decimal numerals	The students will use decimal numerals to divide a fraction by a whole number.	The students will: 1. Participate in division drills. 2. Participate in chalkboard practice with exercises.	

TITLE: Using Math to Introduce Ethnic Studies or Vice Versa

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		3. Complete coded worksheets with exercises dividing a fraction by a whole number. a. John James Audubon, Birds of America, artist b. Wilt Chamberlain, basketball player	
IX. Decimal names for fractions	The students will find a decimal numeral for any fractional numeral.	The students will work at chalkboard to find decimal numerals for any fractional numeral and complete coded worksheets with exercises finding fractional numerals. a. Thurgood Marshall, Associate Justice of the Supreme Court b. Roy Campanella, baseball player	

TITLE: Using Math to Introduce Ethnic Studies or Vice Versa

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
X. Decimals divided by powers of 10	The students will divide by a power of 10 by moving the decimal point.	The students will complete coded worksheets with exercises dividing by powers of 10. a. Carl T. Rowan, reporter b. Norbert Rillieux, inventor	
XI. Division with decimals	The students will divide with decimal numerals when the divisor is a fraction.	The students will: 1. Participate in chalkboard practice. 2. Complete coded worksheets with exercises dividing by a fraction. a. W. C. Handy, composer b. Jesse Owens, track star	

TITLE: Using Math to Introduce Ethnic Studies or Vice Versa

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
XII. Decimal numerals and word problems	The students will make applications of decimal numerals by working word problems containing operations with decimal numerals.	The students will complete coded worksheets with word problem exercises. a. Lt. Col. Margaret Bailey, United States Army b. Isaac Murphy, jockey	
XIII. Culminating activities and review for evaluation	The students will add, subtract, multiply, and divide with decimal numerals.	The students will: 1. Complete coded worksheets with review exercises. a. Paul Laurence Dunbar, poet b. Matthew Henson, explorer 2. Work in groups and construct a coded worksheet about a Black American of their choosing.	

CODED WORKSHEET

The first black to serve as Associate Justice of the United States Supreme Court, this Maryland lawyer had a career with the NAACP and was among those winning important cases involving school desgregation.*

T	H	U	R	G	O	O	D
$.27\overline{27}$	.2	.075	$.26\overline{6}$	.625	.175	.175	$.09\overline{09}$

M	A	R	S	H	A	L	L
.44	.0625	$.26\overline{6}$	$1.16\overline{6}$	.2	.0625	$1.3\overline{3}$	$1.3\overline{3}$

Find the decimal numerals:

A. 1/16 .0625

B. 13/4 3.25

C. 7/12 $.2833\overline{3}$

D. 1/11 $.09\overline{09}$

E. 4/18 $.22\overline{2}$

G. 5/8 .625

H. 5/25 .2

L. 8/6 $1.3\overline{3}$

M. 4/9 .44

N. 7/11 $.63\overline{63}$

O. 7/40 .175

R. 4/15 $.26\overline{6}$

S. 7/6 $1.16\overline{6}$

T. 3/11 $.27\overline{27}$

U. 3/40 .075

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*Ploski, Harry A., Ph. D., and Warren Marr, II., eds. The Negro Almanac: A Reference Work on the Afro American. 1976 Bicentennial Ed., 3rd rev. ed. New York: The Bellwether Company.

CODED WORKSHEET

In the traditionally white sport of tennis this black woman won the 1957 Wimbleton single crown and the doubles championship as well. New York welcomed her home with a ticker-tape parade in recognition of her position as the best woman tennis player in the world.*

A	L	T	H	E	A
1.34	.934	.3114	3.621	.656	1.34

G	I	B	S	O	N
14.493	2.4339	3.528	9.053	3.14077	14.411

Subtract:

A. 2.58-1.24 = 1.34

B. 7.01-3.482 = 3.528

E. 1.236-.58 = .656

G. 24.3-9.807 = 14.493

H. 12.1-8.479 = 3.621

I. 3.02-.5861 = 2.4339

L. 2.134-1.2 = .934

N. 17-2.589 = 14.411

O. 3.142-.00123 = 3.14077

S. 12.2-3.147 = 9.053

T. .346-.0346 = .3114

*Ploski, Harry A., Ph. D., and Warren Marr, II., eds. The Negro Almanac: A Reference Work on the Afro American. 1976 Bicentennial Ed., 3rd rev. ed. New York: The Bellwether Company.

PRE-POST TEST

Underline the correct answer.

1. In 1853 he became the first Afro-American to write and publish a novel, *Clotelle*.

[✓ A.] William Wells Brown
B. Richard B. Harrison
C. Alexander Crummell
D. Joe Louis

2. This Black American won a national cartoon contest.

A. Ellen Craft
B. Richard Allen
[✓ C.] Elmer Simms Campbell
D. Phillis Wheatley

3. The first Afro-American to graduate from West Point was:

A. Charles H. Turner
B. Granville T. Woods
[✓ C.] Henry O. Flipper
D. Percy Julian

4. This Black American became a teacher and started a school for girls at Daytona Beach, Florida.

A. Kelly Miller
B. Richard Wright
C. Gwendolyn Brooks
[✓ D.] Mary McLeod Bethune

5. This man was a famous Indian fighter and friend of Kit Carson.

[✓ A.] James Beckwourth
B. Elijah McCoy
C. Canada Lee
D. Channing Tobias

6. Medical history was made in 1893 by this famous doctor when he performed the first successful heart operation on record.

A. Ralph J. Bunche
[✓ B.] Daniel Hale Williams
C. Archibald J. Carey
D. J. Ernest Wilkins

7. This was a doctor who made one of the most important contributions to the allied victory in World War II when he developed a way of changing blood into plasma.

[✓ A.] Charles Drew
B. George Washington Carver
C. Roy Ottley
D. Langston Hughes

8. He is one of America's great historians, whose book is called the best history of the American Black.

A. Joe Gens
B. Joseph Cingue
[✓ C.] John Hope Franklin
D. Rex Ingram

9. He won for himself the title "Trackman of the Age."

[✓ A.] Jesse Owens
B. Bill Robinson
C. Todd Duncan
D. Bert Williams

10. She started her career playing paddle tennis in Harlem's streets and in 1957 won the United States women's singles title.

A. Dorothy Dandridge
B. Eartha Kitt
C. Edith S. Sampon
[✓ D.] Althea Gibson

11. Riding his first winning horse when he was 17, this "little man" set a record unmatched in the history of racing.

[✓ A.] Isaac Murphy
B. Ralph Metcalphe
C. Richard Allen
D. Kelly Miller

12. In 1966 this baseball player became the highest paid player in the history of baseball.

A. Joe Louis B. Willie Mays C. Bill Robinson D. Bert Williams

13. This man has the highest rank yet achieved by a Black American in military service.

A. J. Ernest Wilkins B. Henry O. Tanner C. Benjamin O. Davis, Jr.
D. Frederic E. Davidson

14. She was the first black American to become famous in the field of sculpture.

A. Mary Edmonia Lewis B. Katherine Dunkam C. Meta Warrick Fuller D. Harriet Tubman

15. He painted landscapes and waterfront scenes and became the first black painter to win recognition by American art critics.

A. Edward M. Bannister B. Jan E. Matzelizer C. Langston Hughes D. Richard Wright

16. This man spent most of his time sketching birds and published a book, Birds of America, which is now a classic.

A. Federick Douglas B. W. E. B. DuBois C. Richard B. Harrison
D. John James Audubon

17. This famous athlete is regarded by many experts as the greatest offensive player in basketball history.

A. Charles Young B. Kelly Miller C. Wilt Chamberlain D. Arthur Ashe

18. She has the highest rank of any black officer in the United States Army Nurse Corps.

A. Gwendolyn Brooks   B. Meta Warrick Fuller   C. Phillis Wheatley   [✓ D.] Margaret Bailey

19. He is the first of his race to be named to the U. S. Davis Cup team.

A. James Weldon Johnson   [✓ B.] Arthur Ashe   C. Richard Allen   D. Henry O. Tanner

20. This famous American is an Associate Justice of the Supreme Court of the United States.

[✓ A.] Thurgood Marshall   B. Bob Harrison   C. George Washington Carver
D. Edith S. Sampson

21. This man came into national fame as a newspaper writer on the staff of the *Minneapolis Tribune*.

A. Crispus Attucks   B. Sojourner Truth   C. Dr. Martin Luther King, Jr.
[✓ D.] Carl T. Rowan

22. The invention of this engineer was important to the sugar industry.

A. Booker T. Washington   [✓ B.] Norbert Rillieux   C. Granville T. Woods   D. Charles Turner

23. This black adventurer had the honor of placing the American flag on the North Pole.

[✓ A.] Matthew Henson   B. Granville T. Woods   C. Charles Young   D. Benjamin Banneker

24. Although he rose to fame as the "father of the blues," his work as a composer is the accomplishment for which he is best known.

[✓ A.] W. C. Handy   B. Booker T. Washington   C. Harry Belafonte   D. Duke Ellington

25. This first black baseball player to be named "most valuable player" on three separate occasions was a catcher for the Brooklyn Dodgers.

A. Richard Allen
B. Paul Cuffe
C. Bill Robinson
D. Roy Campanella

26. Against the advice of his high school instructors, this man became an architect.

A. Robert Smalls
B. Wilson Riles
C. Paul Williams
D. Henry Armstong

27. This man is one of the most distinguished members of Congress and has an outstanding background of political service to his country.

A. Charles Young
B. Edward William Brooke
C. William S. Townsend
D. Dorie Miller

28. This man was one of America's most famous poets of the 19th century.

A. Robert C. Weaver
B. Martin R. Deloney
C. Marian Anderson
D. Paul Laurence Dunbar

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Senior High

Subject: Math and Business Education

Date: 1978

TITLE: International Systems of Measurement

SUBJECT MATTER: This unit explores ethnic heritage and cultures in relation to systems of measurement.

GENERAL OBJECTIVES: Upon completion of the unit, the pupil will understand the French, English, and United States systems of measurement and be able to compare and contrast the value of each. Students will gain insight into the ethnic development of the systems of measurement and the transition they have made.

OVERVIEW: It is the purpose of this unit to focus attention on several systems of measurement and the heritage associated with each. World demand calls for uniformity in current weights and measures. An understanding of the laborious development and heritage of the systems of measurement will enable the students to better comprehend why the transition to another system of measurement is slow.

PREPARED BY: Donald Cook
Gail Cook
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 10 hours

TITLE: International Systems of Measurement

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
A. Systems of Measurement in France	Upon completion of this component of the unit, the senior high students will:	The students will:	Textbooks:
	1. Express an appreciation of the nature of growth of the French system of measurement by preparing charts of famous pioneers of the system.	1. Read about different systems of measure employed by the French society.	Urbancek, J. S. "Later Trends in Metric Usage" The Teachers of Mathematics: Twentieth Yearbook. New York: Bureau of Publications, Teachers College, Columbia University, 1948.
	2. Recall, through group discussion, the desirability of using a universal and well defined unit of linear measure.	2. List and prepare a display (bulletin board, poster) of famous pioneers of the system.	Arnold, G. J. "The Metric System: What It is and Why We Need It" The Metric System of Weights and Measures, The National Council of Teachers of Mathematics: Twentieth Yearbook. New York: Bureau of Publications, Teachers College, Columbia University, 1948.
	3. State order relations (taller, shorter) between units of measure.	3. Measure objects using their pencil as a unit of measure and compare their measurements obtained. Deductively, the students will see the need for a standard unit of measurement.	Sewell, S. H. "Preparing Now for a Metric Cubit" Man/Society/Technology. Vol. 32. January 1972, pp. 177-178.
	4. State equivalencies in linear measurement.	4. Given a list of objects, choose appropriate units to measure these objects.	
	5. Estimate the length of common objects in different units of measure.	5. Develop a chart to show equivalency relations.	
		6. Given a completion exercise, choose the best unit of measure, estimate the number of units,	

TITLE: International Systems of Measurement

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	6. Indicate how people measure amounts of land in France.	and measure to determine accuracy of estimate.	Films: The Metric System. Education Division of Alabama Power Company, Birmingham, Alabama.
	7. List advantages and disadvantages of systems of measurement employed by France.	7. With areas of polygons: a. Compare by examination the areas and perimeters of dissimilar figures. b. State the number of square centimeters enclosed within figures of a variety of shapes. c. Estimate the area of irregular figures. d. State the area of geometric shapes in several systems of measure.	A Metric America. Education Division of Alabama Power Company, Birmingham, Alabama. The Universal Language of Measurement. Pathescope Educational Films. The Metrication of America. Westinghouse Learning Corporation.
		8. After researching the advantages and disadvantages of the French systems of measurement, two student groups will compare and contrast the advantages and disadvantages of each system through the use of a chart.	Resource Persons: Engineer Surveyor Carpenter Brick Mason Plumber Electrician Mechanic

TITLE: International Systems of Measurement

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
B. Systems of Measurement in England	Upon completion of this component of the unit, the senior high students will: 1. Express an appreciation of the nature of growth of the English system. 2. Recall, through group discussion, the desirability of using a universal and well defined unit of linear measure. 3. State order relations (taller, shorter) between units of measure. 4. State equivalencies in linear measurement. 5. Estimate the length of common objects in different units of measure. 6. Indicate how people measure amounts of land in England.	The students will: 1. Read about different systems of measure employed by England. 2. List and prepare a display (bulletin board, poster) of famous pioneers of the system. 3. Measure objects using their pencil as a unit of measure and compare their measurements obtained. Deductively, the students will see the need for a standard unit of measurement. 4. Given a list of objects, choose appropriate units to measure these objects. 5. Develop a chart to show equivalency relations.	Textbooks: Sewell, S. H. "Preparing for a Metric Cubit." Man/Society/Technology. Vol. 32. January 1972, pp. 177-178. Arnold, G. J. "The Metric System: What It is and Why We Need It." The Metric System of Weights and Measures, The National Council of Teachers of Mathematics: Twentieth Yearbook. New York: Bureau of Publications, Teachers College, Columbia, University, 1948. Barbrow, L. E. The Metric System and Small Business. Washington, D. C.: Small Business Administration, July, 1972. (Eric Documents Reproduction Service No. ED078155). Films: The Metric System. Education Division of Alabama Power Company, Birmingham, Alabama.

TITLE: International Systems of Measurement

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	7. List advantages and disadvantages of systems of measurement employed by England.	6. Given a completion exercise, choose the best unit of measure, estimate the number of units, and measure to determine accuracy of estimate. 7. With areas of polygons: a. Compare by examination the areas and perimeters of dissimilar figures. b. State the number of square centimeters enclosed within figures of a variety of shapes. c. Estimate the area of irregular figures. d. State the area of geometric shapes in several systems of measure. 8. After researching the advantages and disadvantages of the English systems of measurement, two student groups will compare and contrast the	A Metric America. Education Division of Alabama Power Company, Birmingham, Alabama. The Universal Language of Measurement. Pathescope Educational Films. The Metrication of America. Westinghouse Learning Corporation. Resource Persons: Engineer Surveyor Carpenter Brick Mason Plumber Electrician Mechanic

TITLE: International Systems of Measurement

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		advantages and disadvantages of each system through the use of a chart.	Textbooks: Schreiber, E. W. "The Early History of the Metric System." The Metric System of Weights and Measures. The National Council of Teachers of Mathematics: Twentieth Yearbook. New York: Bureau of Publications, Teachers College, Columbia University, 1948.
C. Systems of Measurement in the United States	Upon completion of this component of the unit, the senior high students will: 1. Trace the imperial system of measurement. 2. Compare the English and French systems of measurement to our imperial system. 3. Estimate the length of common objects in different units of measure. 4. List the advantages and disadvantages of conversion to the metric system in the United States.	The students will: 1. After researching materials and viewing films, write a report on the development of the imperial system of measurement. 2. Develop a chart to compare French, English, and United States units of measurement--both past and present. 3. Given a completion exercise, choose the best unit of measure, estimate the number of units, and measure to determine accuracy of estimate.	"Metric System Ahead." NEA Research Bulletin, Vol. 49. December 1971, pp. 109-112. Sewell, S. H. "Preparing Now for a Metric Cubit." Man/Society/Technology. Vol. 32. January 1972, pp. 177-178. Films: The Metric System. Education Division of Alabama Power Company, Birmingham, Alabama.

TITLE: International Systems of Measurement

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		4. After class discussion and research of the metric system, compare and contrast the advantages and disadvantages of conversion to the metric system in the United States.	A Metric America. Education Division of Alabama Power Company, Birmingham, Alabama. The Universal Language of Measurement. Pathescope Educational Films. The Metrication of America. Westinghouse Learning Corporation. Resource Persons: Engineer Surveyor Carpenter Brick Mason Plumber Electrician Mechanic
D. Culminating activities		Students will write a 150 word essay in which they will: 1. Describe how Romans were	

TITLE: International Systems of Measurement

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		able to spread Eastern weights and measures throughout the European continent.	
		2. Describe how the Anglo Saxon system of measurement became dominant in England prior to 1066. Tell how England was a great industrial power, and rather than change systems of measure, imposed strict laws and enforced the old unit of measure. Indicate the transition that England has made in her measurement system.	
		3. Describe how France saw a need for a more logical measurement system. Indicate the importance of a measurement system based on a decimal system.	

TITLE: International Systems of Measurement

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		4. Explain how when America was in its developmental stage, each different social group used their old familiar measuring units. Indicate how early forefathers stressed the need for uniformity in current weights and measures. 5. Describe how the world's transition to metric units of measure is slow; different cultures prefer to use their own measuring units.	

PRE-POST TEST

Instructions: underline the correct response.

1. Which of the following words are synonymous with "inch"?

   A. perch
   B. three barley corns round and dry
   C. yard
   D. acre

2. Which is the largest unit of linear measurement?

   A. meter
   B. decimeter
   C. foot
   D. centimeter

3. What standard unit of measure is used by the majority of the world today?

   A. cubit
   B. foot
   C. meter
   D. yard

4. The Imperial System of Measurement has its origin in:

   A. England
   B. France
   C. Ghana
   D. West Coast of Africa

5. What is the standard unit of measure used in France today?

   A. mile
   B. meter
   C. perch
   D. rod

6. Which of the following is not an advantage of conversion to metric system in the United States?

   A. some of the United States companies have already built abroad and know the metric system
   B. our allies are already metric
   C. cost factor
   D. universal exchange of mechanical parts

7. The "Father" of the metric system of measurement is:

[✓ A.] Gabriel Mouton B. John Qunicy Adams C. Louis XVI D. Thomas Jefferson

8. Two English surveyors chosen to determine the actual length of a meter are:

[✓ A.] Delambre and Mechain B. Thomas Jefferson and John Quincy Adams C. Louis McLane and Lord Melvin D. Celsius Anden and St. Evin Simon

9. France proposed a law to put metric system into effect in:

A. 1801 B. 1812 C. 1901 [✓ D.] none of the above

10. British Commonwealth started a ten-year transition to the metric system in:

[✓ A.] 1965 B. 1865 C. 1866 D. 1964

11. British Commonwealth completed the metric transition in:

[✓ A.] 1975 B. 1971 C. 1801 D. 1860

12. In 1836, the Congress of the United States gave authority to distribute Aviordupois pound and Winchester bushel to each custom house as a standard unit of measure. This authority was given to:

[✓ A.] Louis McLane B. John Hassler C. John Quincy Adams D. Thomas Jefferson

13. Congress signed into law that the metric system will be presented to the American people in:

[✓ A.] 1866 B. 1975 C. 1802 D. 1978

14. In which of the following has the metric system not been implemented in the United States:

[✓ A. education] B. medicine C. pharmacy D. electricity

15. The United States has an obsolete system of measure. Which of the following does not?

[✓ A. France] B. Muscat C. Osman D. Ghanon

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Secondary

Subject: Negro (Black) Music

Date: 1978

TITLE: Ethnic Contributions in Music: Negro (Black) Music

SUBJECT MATTER: The origin and contributions of Negro (Black) music will be studied.

GENERAL OBJECTIVES: The students will be able to appreciate the important contributions Blacks have made in the field of music.

OVERVIEW: Students today are very knowledgeable about the leading popular musicians. The need to survery Negro music and its composers is real and immediate so they will be able to better understand the roots of the popular music of today. This unit is intended to meet this need and present a balanced view of the involvement of Blacks in various types of music.

PREPARED BY: Velma E. Essex
TAUGHT BY: Jerry L. Lewis
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 15-20 hours

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Negro music defined			
A. Distinctive characteristics in Black music are defined.	A. At the end of a lesson on the definition of Black music, students will verbally distinguish between differences of Black music and other cultured music.	A. Students will research and discuss the definition of Negro (Black) music.	Encyclopedias Dictionaries The World Book Encyclopedia. Chicago: Field Enterprises Educational Corp.
B. Black music is a vital part of the Black experience in America and should be approached and studied in its own terms within its own context.	B. After hearing a prepared tape or recording of a Black singer, each student will verbally identify a groan, grunt, moan, or the use of falsetto as characteristics of Black speech.	B. The students will: 1. View the film Black Music in America: From Then Until Now. 2. Listen to a prepared tape or recording of Black singers. 3. The student will listen for characteristics of Black speech in song, such as; use of falsetto, groans, grunts, and moans; distinctive phrasing; and use of rubato words with meanings relevant to Blacks.	Film: Black Music In America: From Then Until Now. Tapes or recordings: Move On Up A Little Higher by Mahalia Jackson The Revolution Will Not Be Televised by Gil Scott-Heron Cold Blooded by James Brown All of Me by Billie Holiday Wholly Holy by Aretha Franklin

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		4. The students will listen to a prepared tape or a recording of Black instrumentalists.	Recordings or tapes: Hot Five and Seven by Louis Armstrong
		5. The students are to listen for the use of instruments as an imitation of the syncopation and "hot" rhythms, rubato, and the variety of rhythms.	Body and Soul by Coleman Hawkins Piano Rags by Scott Joplin Ebony. October 1976, pp. 176-178. (photographs)
		6. Interested students will enjoy the task of bringing to class their favorite recording of a Black artist and explaining the elements that make it sound distinctly "Black."	
		7. Volunteer students will select a song of Negro origin from a song series and teach it to the class.	"Nobody Knows the Trouble I've Seen" "Children Go Where I Send Thee" "Amen"

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
			"Swing Low Sweet Chariot"
II. Negro Music is essentially a collection of attitudes that are expressed in one of the other elements of Negro music.			
A. Soul music is basically a blend of several elements of Black music.	A. Following several lessons on the definition of Negro music, students will bring to class a recording of a black singer, play the recording, and list on the board elements that make the music sound "soul" or "black" to them.	1. The students will view a film: Aretha Franklin, Soul Singer.	Film: Aretha Franklin, Soul Singer. Color 25 min. McGraw-Hill.
		2. Continuing from the previous lesson, students will play their chosen recording and indicate what makes the music sound "black" to them.	Student's selected recordings
		3. Students will listen to several recordings and give their opinion of why experts have difficulty in defining Black (soul) music.	Recordings: Big Brother by Stevie Wonder Pusherman by Curtis Mayfield

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	After hearing a James Brown recording, the students will tap out the rhythm on their desks with pencils.	4. The students will listen to a James Brown recording and tap out the rhythm with pencils on their desks.	Pencils
		The students will progress to rhythm instruments.	Instruments: claves maracas sticks tambourines drums
		Class members will decide on the most appropriate instrumentation for selections and will be allowed to conduct the class in performing.	
		5. The students will view the film Roberta Flack.	Film: Roberta Flack. Color. 30 min. University of Indiana.
	Having a table with recordings, the students will choose a recording and analyze it in advance using ABA as symbols for indicating specific musical patterns.	6. Explain to the class the art of identifying ABA forms in music.	
		Select a recording and analyze it in advance in ABA form. Then play the	Recording: Roberta Flack and Donny Hathaway "Where Is the Love"

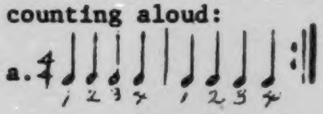
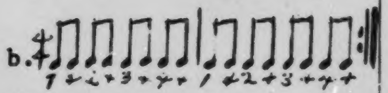
TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		recording and make comments.	
		7. The class will make notes on what the teacher writes on the board and make the ABA changes in "Where Is the Love."	
		8. A student will come to the board and analyze another recording, listening closely in order to analyze the music--not the words.	
		9. Upon hearing the recording, the students will imitate the motions of the instructor by doing the following: a. Clap hands. b. Roll hands in air. c. Tap thighs. d. Alternate hand and thigh claps. e. Point rhythmically over right shoulder; do the same over left shoulder.	Recording: You Haven't Done Nothing by Stevie Wonder

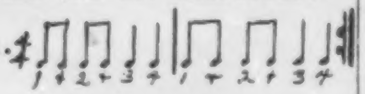
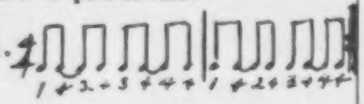
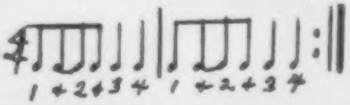
TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		f. Place hands on hips and move head from side to side. 10. The students will stand and a volunteer will lead the class in the previous learned movements.	
B. Spirituals originated as the music of "Christianized" slaves. They were the end products of calls and hollers developed during early colonialism.	B. After listening to a recorded spiritual song, students of the class will identify the key in which it is written.	1. The students will listen to a spiritual and identify the key.	Recordings: Nobody Knows the Trouble I've Seen by Mahalia Jackson "Steal Away" hymnal
		2. The students will view the film Helen Tamiris in Her Negro Spirituals.	Film: Helen Tamiris in Her Negro Spirituals. Additional reference films and cassettes: Blacks In Music. SVE Innovation Cassettes. Cassette 1C-32A. Side 1, Band 1. Additonal reference book: International Library of Negro Life and History: The Negro in Music and Art. pp. 1-30.

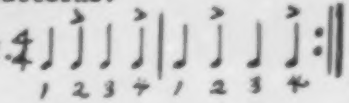
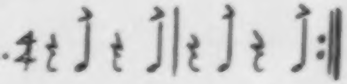
TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		3. The students will participate in the rehearsal of songs: a. "I'm Rolling Through An Unfriendly World" by the Fisk Jubilee Singers. b. "Michael, Row the Boat Ashore"	Sheet music
		4. The students will view the filmstrip Black Songs of Slavery and the film Buckdancers	Filmstrip: Black Songs of Slavery. Film: Buckdancers.
C. Ragtime is the application of systematic syncopation to piano playing and compositions.	C. Upon hearing a ragtime composition, the students will raise their hands when they hear a new tune.	1. The class will clap the following patterns while counting aloud: a.  b. 	Bulletin board Chalk board Transparencies of rhythm patterns

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		The students will divide into two groups: "A" and "B". One will clap exercise "A" while the other claps exercise "B". Afterwards they will combine the two exercises. c.  The students will divide again and combine A, B, and C patterns. d.  e 	

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		The students will combine the "D" and "E" rhythm patterns. f.  g. 	
		2. The students will listen to the recording Original Rags by Scott Joplin for differences in tempo and melodies.	Recording: Original Rags by Scott Joplin
		3. After listening to Original Rags, the students will do the following: a. Raise hands when a new theme is heard. b. Raise hands to identify the "V" pattern that leads to section A.	

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
D. Blues deals with situations and problems about which the Black man feels a sense of helplessness and confusion.	D. Following several previous lessons studying the specifics in the blues idiom, members of the class will verbally recognize the "blue notes," cord progressions, form, and vocal individuality in the blues tradition.	1. The students will view the film The Blues.	Film: The Blues
		2. The students will sing blues songs, noting the AAB form and blue notes used. a. The students will listen to a major diatonic scale (on the piano) with the third, fifth, and seventh flatted to produce "blue" notes. b. The students will listen to a variety of recordings noting the "blue" notes and will state reactions to the highly individual manner in which the different singers plead, moan, shout, in expressions of the blues.	Sheet music: "Joe Turner's Blues" "Easy Rider"
		3. Listening to the recordings a second time the students will concentrate	Recordings: Hear Me Talkin' to You by Ma Rainey

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		on the "blue" notes, the "B" section of the song, the tonic harmony, the subdominant harmony and the dominant harmony.	Any Woman's Blues by Bessie Smith
		4. The students will view the filmstrip Black Songs After the Civil War.	Filmstrip: Black Songs After the Civil War.
		a. The students will compare the recordings of B. B. King and Ray Charles.	Recordings of B. B. King and Ray Charles
		b. The students will give reports of the life of their chosen blues musician.	
E. Jazz was born and bred in America. It grew slowly through a complicated blending of African rhythms and European	E. Having discussed the uniqueness of Jazz, students will verbally identify the many phases of jazz and name one person who was associated with each particular style of jazz --early jazz, bebop, boogie woogie, hardbop,	1. Early Jazz a. The students will view the film Discovering Jazz and American Music from Folk to Jazz and Pop.	Film: Discovering Jazz and American Music from Folk to Jazz and Pop.
		b. The students will clap hands while singing "When the Saints	Sheet music: "When the Saints Go Marching In"

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
musical ideas --in the way that could have happened only on American soil by the coming together of people, time and place. The Bebop is characterized by polyrhythms. Other phases of Jazz are the Swing, Boogie-Woogie, Cool Jazz, Hardbop or Soul Jazz, and modern Jazz and beyond.	jazz of the modern time, and soul jazz.	Go Marching In." c. The students will listen for brilliant, free flowing trumpet cadenzas in the recording of "West End Blues" by Louis Armstrong and His Hot Five.	Album: The Smithsonian Collection of Classic Jazz. Side 2.
		d. The students will listen to the recording "Dead Man's Blues" by Jelly Roll Morton and clap the syncopated rhythms. The students will listen to an early white Dixieland Jazz recording (a type played by white musician), such as "Ostrich Walk" by Bix Beiderbecke and compare the sound to the Black Jazz records.	Album: The Smithsonian Collection of Classic Jazz. Side 2.
		2. Swing: a. The students will view the film Body and Soul.	Film: Body and Soul.

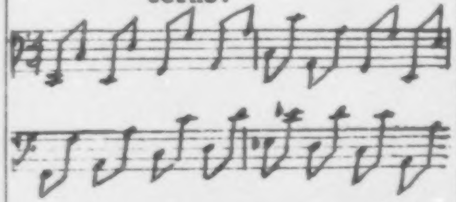
TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		b. The students will listen to "Wrapping It Up" by Fletcher Henderson and his orchestra.	Album: The Smithsonian Collection. Side 3, Band 7.
		c. The students will listen to Duke Ellington and his orchestra play "Blue Serge," "Mood Indigo," Sophisticated Lady," and "Do Nothing Till You Hear From Me." They will analyze the above listed recordings, listening for the characteristics that give Ellington's arrangements their distinctive sounds.	
		d. The students will listen to "You'd Be So Nice to Come Home To" by Ella Fitzgerald, for the security with which the singer attacks pitches during her improvisations.	Album: The Smithsonian Collection. Side 4, Band 8.

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		3. Bebop:	
		a. The students will view Jimmin' the Blues.	Film: Jimmin' the Blues.
		b. The students will listen to "Koko" by Charlie Parker. Students will graph the contour of the melodies and draw lines to indicate the directions of the melodies played by the solo instruments.	Album: The Smithsonian Collection. Side 7, Band 7.
		c. The students will listen to "Embraceable You' by Charlie Parker.	Album: The Smithsonian Collection. Side 7, Bands 8 and 9.
		d. The students will listen to "Show' Nuff" by Dizzy Gillespie. A metronome will be used to see if a steady pulse can be established.	Album: The Smithsonian Collection. Side 7, Band 6.

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		4. Boogie Woogie:	Bulletin boards
		a. The students will rehearse the following Boogie Woogie patterns: 	Sheets with Boogie Woogie patterns
		b. The students will listen to "Honky Tonk Train" by Meade Lux Lewis. (Explain to the class that this is a good example of the power and momentum of Boogie Woogie.) They will listen for the I, IV, V chord changes.	Album: Folkways. FP 73.
		5. Cool Jazz:	
		a. The students will listen to "Boplicity" by Miles Davis.	Album: The Smithsonian Collection. Side 9, Band 1.

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		6. **Hardbop or Soul Jazz:**	
		a. The students will view the film Afro-American Music: Its Heritage.	Film: Afro-American Music: Its Heritage.
		b. The students will listen to "The In Crowd" by Ramsey Lewis.	Album: The Smithsonian Collection. Side 1, Band 1.
		7. Modern Jazz and Beyond:	
		a. The students will listen to "My Favorite Things" by John Coltrane, raising their hands when they recognize portions of the melody during Coltrane's improvisations.	Album: My Favorite Things. Side 1, Band 1.
		b. The class members will listen to "Hum-Allah-Hum-Allah-Hum-Allah" by Pharoah Sanders, and clap 1-2-3 as instructed in the introductory section of the recording.	Album: The Best of Pharoah Sanders. Side 3, Band 1. Additional reference: Blacks in Music. SVE Innovation Cassettes. Side 2, Band 1. (film and cassette)

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
F. Gospel Music is always joyous, unlike spirituals which more often express the depths of human suffering.	F. While listening to a recording of a Black Gospel singer, members of the class will indicate the ABA pattern of the piece by raising their hand immediately after hearing the pattern change	1. a. The students will view the film Ephesus.	Film: Ephesus.
		b. The students will listen to "Down Here Lord, Waiting On You," for the sounds of moaning by Rev. Gates and the congregation.	Album: The Gospel Sound. Side 1, Band 2.
		c. The students will listen to "I'll Live Again" by the Dixie Hummingbirds and analyze the selection using ABA pattern; the quartet makes several subtly effective rhythmic changes.	Album: The Gospel Sound. Side 4, Band 3.
		d. The students will listen to "Move On Up A Little Higher" by Mahalia Jackson and note her phrasing techniques and the lilt, fervor, and rhythmic drive that propels the song to an emotional peak.	Album: The Gospel Sound. Side 3, Band 2.
		e. The students will listen to "I Heard the Voice of Jesus Say" by the Edwin	Album: Oh Happy Day by the Edwin Hawkins Singers. Side 1, Band 2.

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		Hawkins Singers, for the contemporary harmonies and expressive dynamics by this innovative young gospel group.	
		f. For an example of how a secular song can be given the "Gospel Treatment," the students will compare two renditions of the same song.	Albums: Roberta Flack and Donny Hathaway. Side 2, Band 2. Amazing Grace by James Cleveland and Aretha Franklin. "You've Got A Friend"
		The students will listen to Donny Hathaway's and Roberta Flack's performance of "You've Got A Friend," concentrating on the vocal melisma, the embellishments, rubato, and fervor that makes Franklin's arrangement of "You've Got A Friend" an effective gospel song.	

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	Each student will be given the sheet music and listen to it being played on piano. They will identify the places of improvisation that have been performed but have not been indicated on the sheet.	2. Each student will receive the sheet music and listen to the song "Amen" played on piano in the joyous manner of a gospel song. Students will identify the places of improvisation.	Sheet music: "Amen"
G. Opera is the term most widely used for a drama set to music. It remained the private pleasure of princes and nobles during the first 40 years of its existence.	G. Upon hearing a selection of Opera recordings including *Porgy and Bess*, the students will identify those characteristics being performed by Black vocalists.	1. The students will listen to The *Barber of Seville* and identify the Black vocalist Peri Guist as Rosina.	Film and recording: *The Barber of Seville* by Gioacchino Rossini
		2. The students will listen to *Madame Butterfly* and identify characteristics displayed by Black vocalist George Shirley as Pinkerton.	Recording: *Madame Butterfly* by Giacomo Puccini
		3. The students will listen to *Porgy and Bess*, and identify those characteristics that give it a Black sound effect.	Recording: *Porgy and Bess* by George Gershwin

TITLE: Ethnic Contributions in Music: Negro (Black) Music

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
The tragedy was that Negroes were relegated to singing spirituals only. Few people saw these songs as "art," and few imagined that the voice singing them might also sing grand opera. The step from the plantation to the opera house was a big one.		(Note: If possible, show a film of the entire opera Porgy and Bess.)	Additional recordings of operas: a. The Nightingale by Igor Stravinsky b. The Turn of the Screw by Georges Bizet c. The Masked Ball by Guiseppe Verdi

PRE-POST TEST

DIRECTIONS: Read each question carefully and underline the correct response. Be certain to read each of the four choices carefully.

1. Black music is defined as:

A. Music of the Western Culture
B. Music born and nurtured outside the mainstream of Western Arts Music
C. Music written and performed by Blacks
D. Both B and C

2. The focal point for Negro musicians was:
A. In the city of Memphis
B. In the city of Nashville
C. In the city of Jacksonville
D. In the city of New Orleans

3. Three of the most common characteristic groupings of black speech in song are:
A. Rounds, chants, groans
B. Groans, grunts, moans
C. Moans, chants, humming
D. Humming, rounds, grunts

4. The one word which is most often used to designate or describe the music of the Black church is:
A. "Swing"
B. "Folk Songs"
C. "Spirituals"
D. "Ballads"

5. The origins of Gospel Music lie in the holiness and sanctified churches of the:

A. Mideast United States
B. Rural South
C. Ghettos of the Urban North
D. Both B and C

6. Gospel Music is defined as:

A. A highly rhythmic religious music
B. Syncopated rhythmic music
C. Music composed of contemporary harmonies with syncopated polyrhythms
D. Both A and C

7. Gospel songs are those songs which are characterized textually by stories of the:

A. Angels of the heavens
B. Heavenly Father
C. Son and Holy Ghost
D. Both B and C

8. "Swing Low, Sweet Chariot" is one of America's:

A. Negro Sacred songs
B. Negro ragtime songs
C. Negro spirituals
D. Both A and C

9. The basis of the harmony of Gospel songs is the:

A. I-IV-VI-II-I chord progression
B. I-IV-I chord progression
C. I-V-IV-I chord progression
D. I-IV-V-I chord progression

10. Although he began as a cornetist and bandleader in the 1890's, W. C. Handy became known as:

A. Head of ragtime
B. "Father of the Blues"
C. "Father of the Jazz band"
D. "Father of jazz"

11. Duke Ellington is believed by many critics to have made the most all-pervasive contribution to:

A. Ragtime in the United States
B. Blues in the United States
C. Jazz in the United States
D. Spirituals in the United States

12. The recording of "Honky Tonk Train" by Meade Lux Lewis is a good example of:

A. Cool Jazz
B. Boggie Woogie
C. Hardbop
D. Ragtime

13. Syncopated music with a regular accented accompaniment is identified as:

A. Blues   B. Bebop   C. Ragtime   D. Popular music

14. Jazz style characterized by dissonance and complex rhythms and experimental instrumentation - permitting more freedom for and putting more emphasis on the soloist is called:

A. Ragtime B. Bebop C. Sacred music D. Soul music

15. Louis Armstong performed mainly in the area of:

A. Gospel music B. Ragtime C. Blues D. Jazz

16. W. (William) C. Handy performed mainly in the area of:

A. Gospel B. Blues C. Ragtime D. Jazz

17. Scott Joplin performed mainly in the area of:

A. Jazz B. Ragtime C. Gospel D. Blues

18. Mahalia Jackson performed mainly in the area of:

A. Ragtime B. Jazz C. Blues D. Gospel

19. Music that deals with situations and/or problems about which the Black man feels a sense of helplessness and/or confusion is called:

A. Jazz B. Ragtime C. Blues D. Gospel

20. A kind of Black music which is always joyous-unlike spirituals which more often express the depths of human suffering--is called:

A. Blues B. Gospel C. Soul D. Jazz

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Tenth and Eleventh

Subject: Sewing Occupation Education

Date: 1978

TITLE: The Influence of African Design and Fabric on American Styles

SUBJECT MATTER: The unit studies the influence of African culture on American fabric and design.

GENERAL OBJECTIVES: The students will recognize influences of African culture on American fabric and design and acquire an appreciation for the individual dress of the people.

OVERVIEW: This unit provides an opportunity to stimulate an appreciation for Black culture in both Africa and the United States. Elements of design are emphasized to help develop good taste in recognizing, selecting, and creating designs in relation to a specifc purpose.

PREPARED BY: Irma T. Plummer
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 10 hours

TITLE: The Influence of African Design and Fabrics on American Style

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Factors influencing the dress of African culture	Each student will participate in a presentation of the factors influencing African dress.	Students will select and research one of the factors influencing African dress.	Globe World map
A. Climate		Students will form groups and make an oral presentation of the factors influencing dress in Africa. This may be recorded on a tape recorder for future reference and usage.	African map
B. Location			Encyclopedias
C. Trends and customs			Resource people who have recently visited Africa
D. Religion			Tape recorder Hillyer, V. M., and E. G. Huey. *Young People's Story of Africa and Asia*. New York: Meredith Press, 1966. Davidson, Basil, and The Editors of Time-Life Books. *African Kingdom*. New York: Time-Life Books, 1966.
II. African dress for various occasions	After a presentation on typical African dress for different occasions, students will create appropriate designs.	Students will draw African costumes for: 1. Ceremony 2. Market	Encyclopedias *National Geographic* magazines Wilcox, R. Turner. *Folk and Festival Costumes of The World*. New York: Charles Scribner and Sons, 1965, plates no. 2,3, 4.

TITLE: The Influence of African Design and Fabrics on American Style

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		3. Tribal gathering 4. Religious festival	South African Panorama. July 1974. Information Service of South Africa, 655 Madison Ave., N. Y., N. Y. 10021
III. A description of African costume			
A. Dress	Students, after viewing the plates of costumes, will describe each costume and tell the occasion for which it is worn.	Students will view pictures of folk and festival costumes of Africa, including decorative motifs and accessories. Students will listen to lectures on additional information on African dress.	Wilcox, R. Turner. Folk and Festival Costumes of the World. New York: Charles Scribner and Sons, 1965, Plates no. 2, 3, and 4. Cummings, Richard. 101 Costumes. New York: David McKay, Co., Inc., 1970, p. 44. Ebony magazines Opaque projector
B. Accessories	Students will sketch two African accessories.	Students will study accessories such as: 1. fez	Opaque projector

TITLE: Influence of African Design and Fabrics on American Style

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. sandals 3. scarf 4. turban (gele) 5. jewelry 6. leather bag 7. comb 8. shawl	Purdy, Susan. Costumes For You to Make. Philadephia: J. B. Lippincott, Co., 1971, pp. 19, 57, 64, 72, 90. Overhead projector Buck, Gladys G., and Josephine Buck Jones. The Black Experience. Part One. St. Louis, Missouri: Milliken Publishing Co., 1970, Plate 5B. (Transparency Duplicating Book)
C. Fabrics 1. Country Weave, Sierra Leone 2. Okene Cloth, Nigeria 3. Ishan Cloth, Nigeria 4. Kente Cloth, Ghana	Students will identify correctly five of the seven fabrics studied.	Students will view transparencies of African fabric as teacher lectures.	Buck, Gladys G., and Josephine Buck Jones. The Black Experience. Part One. St. Louis, Missouri: Milliken Publishing Co., 1970, Plate 5A. (Transparencies) Overhead projector
		Students will visit a local fabric shop to select appropriate materials for construction of African dress.	Local fabric shop

TITLE: The Influence of African Design and Fabric on American Style

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
5. Tie Dye, Sierra Leone			*Exploring Fabrics*. McFarland, Marilyn K., and Vera Ramsteller, Consultants. Blooming, Il.: McKnight Publishing Co., 1977, pp. 103-131.
6. Tie Dye, Liberia			
7. Aderi Cloth, Nigeria			
D. Fabric Decorating	Students will become proficient in skills required for fabric decorating.	Students will divide into groups and practice decorative arts.	
		Tie dying	*The World Book Encyclopedia*. Vol. T-18. Field Enterprises Educational Corporation, 1969. p. 220. Dye T-Shirts Scarfs Cloth

TITLE: The Influence of African Design and Fabric on American Style

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		Batik	*The World Book Encyclopedia*. Vol. B-2. Field Enterprises Educational Corporation, 1969, p. 121. "Batik Banners Wave Inside." *Southern Living*, May 1978, p. 172. Dye Cloth Wax Brush Paper toweling
IV. Construction of an article of clothing	Students will create a minimum of one garment and one accessory that depict African influence on American dress and design.	Students will construct a garment and an accessory typical of African dress. Accessories may be selected from those listed in III B. Garments may be chosen from the following: 1. Caftan 2. Jacket (of Kente cloth) 3. Printed pajamas 4. Dashiki	"Fashion Fair: African Textile." *Ebony*. August 1976, p. 145. Patterns: Simplicity #6864 #7014 #7588 #7611 #7724 #7970 #7975

TITLE: The Influence of African Design and Fabrics on American Style

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		5. One-shouldered gown	McCall's
		6. Tunic	#5836
		7. String gown	#5796
		8. Skirt	#6083
V. Conclusion	Through this culminating activity, students will review the African influence on American styles and arts.	Students will produce a fashion show for all home economics classes. They will model garments and accessories which they have constructed, depicting African influence. An African motif will be used in the decorations. African music and refreshments will compliment the setting.	"Music of Africa." In Experiencing Music. New York: American Book Co., 1974. Records: African and Afro-American Drums. Ethnic Folkways Library. "Date With A Dish: African Foods." Ebony, August 1976. p. 139.

PRE-POST TEST

1. Factors influencing dress of the African culture are:

A. climate B. location C. trends and customs
[✓ D.] all of the above

2. An African turban is called a:

A. fez [✓ B.] gele C. shawl D. none of the above

3. Kente cloth is a product of:

A. Nigeria [✓ B.] Ghana C. Sierra Leone D. South America

4. Tie dying is a decorative art originating in:

A. America B. Brazil [✓ C.] Liberia and Sierra Leone
D. France

5. A fez is :

A. an African dish [✓ B.] an article of clothing C. a fruit D. an oriental rug

6. A product used in batiking is:

A. wax B. dye C. brush [✓ D.] all of the above

7. A caftan is:

A. a tunic B. a jacket C. a long full dress
D. none of the above

8. Synthetic fibers are:

A. goat hair B. camel hair C. man-made D. velveteens

9. The simplest and strongest weave of any other is:

A. plain weave B. twill weave C. satin weave D. felt

10. Fabrics are identified by which of these:

A. names B. texture C. loom D. color

2-11

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Senior High

Subject: Home Economics

Date: 1978

TITLE: Basic Foods and Nutrition of the African Culture

SUBJECT MATTER: This unit examines the basic foods and nutrition of the African culture.

GENERAL OBJECTIVES: The students will be able to study and research both old and recent food habits practiced by the African culture. Students will have the opportunity to prepare a dish from an African recipe using older methods of food preparation and modern-day recipes.

OVERVIEW: This unit is selected to be presented to a home economics class. It examines the food and nutrition of the African culture and ways in which the land, climate and people determine the food practices. In presenting this unit to the students, awareness of the contribution of this culture to America will be noted.

PREPARED BY: Nina M. O'Briant
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 5 hours

TITLE: Foods and Nutrition of the African Culture

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Introduction to the unit Investigation of the meaning of "ethnic heritage" and how it applies to the study of the African culture	Students will increase in knowledge of ethnic heritage by defining the terms "ethnic heritage" and "culture."	Students will view a filmstrip on ethnic groups.	Ethnic Studies Teacher Resource Kit. *What is an Ethnic Group?* (filmstrip and cassette) National Science Educational Consortium, Inc., 855 Broadway, Boulder, CO. 80302.
		Students will write examples of the terms "ethnic heritage" and "culture" and file in individual folders.	Barnhart, Clarence, ed. *The World Book Encyclopedia Dictionary*. Volume One A-K. 1963, pp. 484 and 646. Folders
II. Basic information about African culture	Students will research the following topics concerning the African culture and prepare a paper about the relationship between their topic and the food and nutrition of the people: A. Location B. Current population trends C. Climate D. Soil possibilities	Students will view Africa on a large map as the teacher lectures on basic information.	Map of Africa Globe World map
		Students will view a filmstrip and listen to a cassette for further observation of the geographical outlook of the African culture.	Filmstrip: *Look at the Geography of Africa*. Hollywood, California: Bailey Films.
		Students will discuss and compare the geographic features of Africa and the United States.	*National Geographic* Magazines

TITLE: Foods and Nutrition of the African Culture

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
III. "Old" foods of Africa A. Talla beer B. Roasted corn C. "Wat" sauce D. "Injera" bread E. Hot peppers F. Coffee beans G. Raw meat	Students will write a brief description identifying the given list of foods used by the African culture.	Students will utilize resources supplied by the teacher to analyze the given "old" foods of Africa as to content and will place the analyses in their folders.	Nolen, Barbara. Africa Is People. New York: E. P. Dutton and Co., Inc., 1967, pp. 99-100.
	After class discussion on food control, students will analyze the nutritional value of the food.	Students will analyze the nutritional value of each given food and will write in their folders their contributions to diet.	Walter, Eugene. American Cooking Southern Style. New York: Time-Life Books, 1971, p. 85.
	Students will prepare an African dish of "old" using primative methods of preparation. Students will prepare the dish in one given class period.	Groups consisting of three students will select one "old" food of the African culture, research its content, and prepare it during one lab period using "old" methods of preparation.	
IV. Foods and nutrition in Africa today A. Roasted corn B. Yams C. Sugar cane D. Sorghum	By using a teacher prepared chart, students will compare the "old" foods with "today's" foods.	Students will discuss in class the way in which "old" foods of Africa compare with those eaten today.	Van der Post, Laurens. African Cooking. New York: Time-Life Books, 1970. Beattie, Sara Smith. Our African Heritage. Gin and Company, 1965.

TITLE: Foods and Nutrition of the African Culture

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
E. Meats 1. Sheep and goat 2. Fish F. Millet G. Milk plus cow's blood	The students will compile a book of African recipes and menus used today.	Students will find recipes of African dishes eaten today. Each person in the class will contribute to the collection to be mimeographed as a cookbook for the class and others. Menus will also be included.	
H. Fruits 1. Banana 2. Pineapple	Students will realize that some African and American dishes are similar although the former is prepared with more flair, such as: 1. Liberian pound cake 2. Banana bread 3. Vegetable soup	Students will research African recipes that are similar to American dishes and add their favorites to the African cookbook.	"A Date with a Dish—African Foods." Ebony. August 1976. Johnson Publishing Co., Inc., Chicago, Illinois 60605, pp. 139-142.
V. Relationship of the food and health of the African people A. Physical health B. Mental health C. Personal appearance	70% of the students will correctly analyze 7 of 10 foods listed as to their effect on the general health of African people.	Students will complete folders containing lab reports, teacher prepared materials, and class discussion or lecture notes.	Kittler, Glenn D. Let's Travel in Nigeria and Ghana. New York: Children's Press, 1962, pp. 35, 54, 65, 66. Kittler, Glenn D. Let's Travel in the Congo. New York: Children's Press, 1962, p. 41. Hopkins, Tom. South Africa. New York: Time Incorporation, 1964, p. 93.

TITLE: Foods and Nutrition of the African Culture

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
VI. Serving an African meal	Students will be able to describe the serving of a meal in Africa today.	Students will be allowed one day in the library to do research on Africa's food and the manner of serving.	Gunther, John. Meet North Africa. New York: Harper and Row, 1957, pp. 102-106.
VII. Culminating activities	Each student will prepare and serve one of the following: Akara (bean balls) Thiow Au Pisson (fish stew) Palara (spinach sauce) Gali Akpono (corn meal cookies) Tchatchanga (a lamb dish) Arroz de CoCo (rice with tomatoes, chiles, coconut milk) Cocada Amarela (yellow coconut pudding) Krakelinge (figure 8 cookies)	Students may hold a "tasting party" after researching the background of foods and preparations of African dishes to be served.	New Perspectives in Intergroup Education. Volume II. Maryland State Department of Education, 1975, p. 305. Van der Post, Laurens, African Cooking. New York: Time-Life Books, 1970. "A Date With A Dish--African Foods." Ebony. August 1976. Johnson Publishing Co., Inc., Chicago, Illinois 60605, pp. 139-142.

PRE-POST TEST

1. Since most of Africa's soil is thin and poor, it also lacks a substance formed in the soil by decaying matter, which holds water near the ground surface, called:

A. millet
B. bones
C. humus
D. none of above

2. African farmers practice a method of farming where they clear a patch of land, farm it until it no longer produces, and then move to another spot. This practice is called:

A. rotation
B. shifting cultivating
C. sleeping
D. all of above

3. Eastern and southern parts of Africa grow "old" foods such as:

A. millet, sorghum, and fonio
B. bananas and sugar
C. root crops
D. none of above

4. People in the Sahara raise dates and some barley near rivers and fertile spots which have water, called:

A. plateaus
B. deserts
C. oases
D. none of above

5. A dish currently eaten in Africa is:

A. injera
B. cacada amarela
C. arroz de coco
D. all of the above

6. Women make fresh flour by:

[✓ A.] drying fresh root crops and grinding them   B. drying and grinding fresh flowers
C. grinding animal bones   D. none of above

7. The chief crop of central Africa is:

[✓ A.] bananas   B. pineapples   C. oranges   D. apples

8. African bananas are called:

A. chinchin   B. talla   [✓ C.] plantains   D. none of above

9. Some Africans who live on a grain and root diet lack:

A. carbohydrates and fats   [✓ B.] proteins and vitamins   C. minerals   D. all of above

10. The chief food of the African herder is:

A. cheese   B. fruit   [✓ C.] milk   D. all of above

11. In East Africa herders take blood from their cattle and mix the cattle blood with milk to make a type of:

[✓ A.] cheese   B. bread   C. candy   D. none of above

12. Africa is a continent of many kinds of lands which are:

[✓ A.] grasslands   B. snow mountains   C. deserts   D. all of the above

13. African farmers use leaves from forest, cattle manure, and wood ash as:

[✓ A. fertilizer]   B. roofing materials   C. floors   D. none of above

14. In preparing meals a tool used in measuring is a:

A. wooden spoon   B. bucket   [✓ C. cigarette tin]   D. none of above

15. A cigarette tin is equal to:

[✓ A. one/half cup]   B. one cup   C. three/fourths cup   D. none of above

16. A lime and sugar candy is called:

A. boer   B. millet   [✓ C. anyata]   D. none of above

17. To pound cassava meal women used long handled tools called:

A. shovels   [✓ B. pestles]   C. lobolo   D. none of above

18. Americans use rolling pins as a means of rolling out dough, whereas Africans use a :

[✓ A. floured milk bottle]   B. tree limb   C. hoe handle   D. none of above

19. Recipes which may be practiced in food lab are:

A. Chinchin   B. Jollo rice   C. anyata   [✓ D. all of the above]

20. A kind of grain grown in Africa is known as:

[✓ A.] millet
B. palm oil
C. bamboo
D. none of above

21. In rainy, humid regions diseases kill animals so the people do not have enough:

A. fruit and vegetables
B. cheese
[✓ C.] milk and meat
D. none of above

22. One of the most important foods in many parts of Africa is:

A. rice
[✓ B.] maize
C. beets
D. none of above

23. Cassava is an important plant because:

[✓ A.] it can be stored for a long time
B. it grows on top of the ground
C. all of above
D. none of above

24. One cassava dish is called:

A. sapara
B. bubu
[✓ C.] gari
D. none of above

25. Many Black Americans still use an old method of cooking which the African culture practiced which is:

A. cooking in houses
[✓ B.] cooking over an open fire
C. cooking in a separate part of the household
D. none of above

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Junior and Senior High

Subject: Vocational Education

Date: 1978

TITLE: Contributions of Famous Black Alabamians

SUBJECT MATTER: The patterns in the development of Black people in a white dominated society and their efforts toward excellence will be examined by a study of prominent Black Alabamians in the fields of: athletics, education, scientific research, and music.

GENERAL OBJECTIVES: Among the people who have made great contributions to the state and nation in the areas of athletics, education, scientific research and music, many have been native Alabama Blacks. Students will be able to identify and describe the contributions and efforts toward excellence of Black Alabamians during the course of study.

OVERVIEW: The unit is an examination of the lives and contributions of Black Alabamians whose contributions are often overlooked. Students will become aware of these leaders and will increase in knowledge of their contributions. The students should gain insight, pride, and an understanding of the struggles of Blacks in a white dominated society by studying these individuals and their personal achievements.

PREPARED BY: Douglas Caddell
Willie Hobbs
Danny Short
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 5 hours

TITLE: Famous Black Alabamians

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Black Athletes A. Jesse C. Owens B. Leroy "Satchel" Page C. Hank Aaron D. Willie Mays E. Joe Louis	Given a biographical sketch of the individual, his life and accomplishments, the student will identify, by matching one from four choices, the person with his accomplishments.	A. Discuss each athlete's: 1. Childhood 2. Social and economic environment 3. Career, accomplishments, and highlights B. The student will present to the class pictures or clippings that correspond to each individual's sport and career.	Ploski, Harry A., Ph. D., and Warren Marr, II., eds. The Negro Almanac: A Reference Work on the Afro American. 1976 Bicentennial Ed., 3rd rev. ed. New York: The Bellwether Company. Famous Alabama Blacks. Montgomery, Alabama: Alabama Educational Research Associates, ARM, 1971. World Book Encyclopedia. USA: Field Enterprises, 1975. Hughes, Langston, and Milton Meltzer. The Negro in America. 3rd Edition. New York: Crown Publishers, Inc. Kindred, Ingrid. "History of Black Alabamians Overlooked in Literature." The Birmingham News. February 12, 1978.

TITLE: **Famous Black Alabamians**

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
II. Educators A. Dr. Levi Watkins B. R. D. Morrison C. Luther Hilton Foster D. Maria Fearing	Given a biographical sketch of his life and accomplishments, the students will identify the person with his accomplishments.	A. Discuss each educator's childhood, comparing and contrasting the social and economic differences that existed then and today. B. Discuss the educator's career, accomplishments, and highlights. C. The student will bring to class pictures and writings to use in discussing the individual's career.	Ploski, Harry A., Ph. D., and Warren Marr, II., eds. *The Negro Almanac: A Reference Work on the Afro American*. 1976 Bicentennial Ed., 3rd rev. ed. New York: The Bellwether Company. *Famous Alabama Blacks*. Montgomery, Alabama: Alabama Educational Research Associates, ARM, 1971. Hughes, Langston, and Milton Meltzer. *The Negro in America*. 3rd Edition. New York: Crown Publishers, Inc. Kindred, Ingrid. "History of Black Alabamians Overlooked in Literature." *The Birmingham News*. February 12, 1978.
III. Scientific Research A. George Washington Carver	Given materials and lectures of his life and accomplishments, the student will describe orally each scientist's work and accomplishments.	A. The student will present to the class writings on each individual and his accomplishments.	Kindred, Ingrid. "History of Black Alabamians Overlooked in Literature." *The Birmingham News*. February 12, 1978.

TITLE: Famous Black Alabamians

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
B. Percy Lavon Julian C. Andrew J. Beard		B. The student will list seven products made from the peanut, sweet potato, and soybean. C. The student will discuss each scientist's struggles in his quest for an education.	Holt, Rackham. George Washington Carver: An American Biography. Garden City, New York: Doubleday, Doran and Co., Inc., 1943. Famous Alabama Blacks. Montgomery, Alabama: Alabama Educational Research Associates, ARM, 1971. National Black History. Washington, D. C.: Associated Publishers, Inc., 1976. World Book Encyclopedia. USA: Field Enterprises, 1975. Ploski, Harry A., Ph. D., and Warren Marr, II., eds. The Negro Almanac: A Reference Work on the Afro American. 1976 Bicentennial Ed., 3rd rev. ed. New York: The Bellwether Company. Hughes, Langston, and Milton Meltzer. The Negro in America. 3rd Edition. New York: Crown Publishers, Inc.

TITLE: Famous Black Alabamians

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
IV. Music A. Nat "King" Cole B. W. C. Handy C. Odetta D. William Levi Dawson	Given materials and lectures of each musician's life and accomplishments, the student will identify songs and accomplishments of the individual.	A. The students will research and present to the class information on the musicians and their accomplishments. B. The students will list songs written or performed by these musicians. C. The students will listen to music by these musicians.	Kindred, Ingrid. "History of Black Alabamians Overlooked in Literaute." The Birmingham News. February 12, 1978. Hughes, Langston, and Milton Meltzer. The Negro in America. 3rd Edition. New York: Crown Publishers, Inc. Famous Alabama Blacks. Montgomery, Alabama: Alabama Educational Research Associates, ARM, 1971. National Black History. Washington, D. C.: Associated Publishers, Inc., 1976. World Book Encyclopedia. USA: Field Enterprises, 1975. Recordings Record player

TITLE: Famous Black Alabamians

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
V. Conclusion	Through this activity, students will realize the impact of the contributions of Black Alabamians to the state and nation, and will gain insight into their personalities and accomplishments.	As a culminating activity, students will present a play which they have written, role playing each famous Black Alabamian studied. Recordings of the musicians studied will be used as background music. Pictures of each Alabamian will be flashed on the wall as his role is performed.	Pictures of famous Black Alabamians Opaque projector Recordings Record player

PRE-POST TEST

Answer the following:

1. Name three professional Black athletes from Alabama. Aaron, Lewis, Owens, Mays, Page

2. Today is it harder, easier, or the same for Blacks to become professional athletes that it was 30 years ago?

   Easier

3. Name the Black olympic track star of the 1936 World Olympics. Jesse Owens

4. Who is known as the "Brown Bomber"? Joe Louis

5. Who hit more home runs in one season, Babe Ruth or Hank Aaron? Babe Ruth

6. Who hit more home runs in his career, Babe Ruth or Hank Aaron? Hank Aaron

7. Who is known as the "Say Hey Kid"? Willie Mays

8. Booker T. Washington is a famous Black:

   A. high school B. football player [✓ C.] educator D. farmer

9. R. D. Morrison is in charge of:

[✓ A.] Alabama A & M University B. a hospital C. a cafeteria D. Morrison High School

10. Maria Fearing was a wealthy school teacher from Boston.

True or [✓ False]

11. Dr. Levi Watkins:

A. develop a vaccine for Sickle Cell Anemia
B. is head of the University of Alabama, School of Medicine
[✓ C.] is concerned with education

12. Luther Hilton Foster is a civil rights leader.

True or [✓ False]

13. Experiments with the peanut earned him the title "Wizard of Tuskegee."

A. Charles Drew [✓ B.] George Washington Carver C. Bobby Jones D. Booker T. Washington

14. The composer and band leader who earned the title "Father of the Blues" was:

A. Louis Armstrong B. William Dawson [✓ C.] W. C. Handy D. Duke Ellington

15. Father of a famous female singer, he made "Ramblin Rose" a household word.

[✓ A.] Nat "King" Cole B. Joe Williams C. Isaac Hayes D. Smokey Robinson

16. A leading research chemist who developed a drug used in the treatment of glaucoma (an eye disease) was:

[✓ A.] Dr. Percy Julian   B. Dr. J. J. Howard   C. Dr. M. C. Cleveland   D. Dr. R. D. Morrison

17. How did George Washington Carver get his last name?

[✓ A.] He took the name of his former master.   B. It was his mother's surname.
C. It was the name of his father.   D. He chose the name from a book he read.

18. What city profited from Dr. Carver's advice and erected a statue in honor of the Boll Weevil?

A. Tuskegee   B. Wetumpka   [✓ C.] Enterprise   D. Marion

19. Unable to get a doctorate degree in the United States, he went abroad and earned a Ph. D. in Chemistry from the University of Vienna.

A. Dr. J. J. Howard   B. Dr. E. Maddox   C. Dr. R. Jackson   [✓ D.] Dr. Percy Julian

20. Born in Florence, Alabama, he became famous in Memphis, Tennessee through his music.

A. Erskine Hawkins   B. Jesse Owens   [✓ C.] W. C. Handy   D. Joe Louis

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Eleventh

Subject: Agribusiness Horticulture

Date: 1978

TITLE: Overcoming Disadvantages:Contributions to Agriculture

SUBJECT MATTER: This unit studies the contributions of Blacks and Indians to the development of agriculture and vocational education in the United States.

GENERAL OBJECTIVES: Given a brief history of agriculture in the United States, the definition and theories of agricultural education, the learner will understand ways in which Blacks and Indians have contributed to the development of agriculture and agribusiness education.

OVERVIEW: Most agricultural textbook and reference books contain little material on contributions of blacks and minorities to the development of agriculture and vocational education in the United States. A majority of students enrolled in agribusiness education are unaware that Negroes have for years contributed greatly to the state, nation, and world despite obstacles and disadvantages. Students should understand that blacks have excelled in the field of agriculture, and they should be proud of these accomplishments.

PREPARED BY: Hill J. Beans, Jr.
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 10 hours

TITLE: Overcoming Disadvantages: Contributions to Agriculture

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
A. Indians rescued the starving colonists. 1. Products given to colonists 2. Colonists taught 3. Early systems of agriculture	Students in the Agribusiness Ornamental Horticulture Class, after study of selected references, will list ten contributions made by Indians to the growth of American agriculture.	1. Students will read reference materials about colonial agriculture with teacher supervision. 2. Students will discuss problems outlined on the chalkboard by the teacher. 3. Students will prepare a chart showing contributions of Indians to colonial agriculture. 4. Students will participate in an oral quiz game.	Rupnow, John, and Ward Knox. The Growing of America: 200 Years of U. S. Agriculture. Fort Atkinson, Wisconsin: Johnson Hill Press, Inc., 1975.
B. Indians domesticated plants. 1. Crops domesticated 2. Percent of total farm production	After study of appropriate references, students will list four crops domesticated by the Indians and define ten terms taken from their reading.	1. Students will study references with the aid and supervision of the teacher. 2. Students will prepare individual reports and present them to the class.	Rupnow, John, and Ward Knox. The Growing of America: 200 Years of U. S. Agriculture. Fort Atkinson, Wisconsin: Johnson Hill Press, Inc., 1975.

TITLE: Overcoming Disadvantages-Contributions to Agriculture

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
3. Value of total farm production today		3. Students will play a quiz game on agricultural terminology.	
4. Terminology		4. Students will match twenty terms with the correct definitions.	
C. Number of people working on farms has changed.	Students will list the changes in the number of people on farms over the last 100 years.	Students will prepare a bar graph showing changes in the number of people on farms during the period 1850-1950.	Film: *The Dynamic Agriculture Industry*. Auburn University Film Service.
D. Production capacity of past and present farmers varies greatly.	Students will list the productive capacity of past and present farmers.	Students will prepare a fact chart showing the improvements made by the American farmer from 1850-1974.	Martin, Austin R. *Famous Negroes in Alabama*. Alabama Educational Research Associates, Printing Division. 605 N. Maryland St., Montgomery, Ala. 36109, 1971.

TITLE: Overcoming Disadvantages-Contributions to Agriculture

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
E. George Washington Carver's contributions to the field of agricultural chemistry expanded the agricultural economy of the South.	Students will demonstrate knowledge of Dr. Carver by listing or stating orally several experiments conducted by him at Tuskegee Institute. Students will list at least ten facts relative to the life and work of Dr. Carver.	1. Students will read assigned reference materials about Dr. Carver. 2. Each class member will participate in a group discussion and quiz game about Dr. Carver. 3. Students will prepare a bulletin board display depicting the life and work of Dr. Carver.	Encyclopedias Elliott, Lawrence. George Washington Carver: The Man Who Overcame. Prentice-Hall, 1966. Holt, Rackham. George Washington Carver. Garden City: Doubleday, Doran and Company, Inc., 1943. Ploski, Harry A., Ph. D., and Warren Marr, II., eds. The Negro Almanac: A Reference Work on the Afro American. 1976 Bicentennial Ed., 3rd rev. ed. New York: The Bellewether Company.
F. Booker T. Washington made great contributions to agriculture and vocational education.	Students will demonstrate knowledge of the life and contributions of Dr. Booker T. Washington by listing and orally stating facts about him.	1. Students will prepare a bulletin board depicting the life and contributions made by Dr. Booker T. Washington to vocational education and agriculture.	Stevenson, Augusta. Booker T. Washington: Ambitious Boy. Bobbs, 1960. Cottler, Joseph. Champions of Democracy. Boston: Little, 1936.

TITLE: Overcoming Disadvantages-Contributions to Agriculture

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. Students will prepare a 20 item fact chart of the contributions made by Dr. Booker T. Washington to agriculture and vocational education.	Graham, Shirley. Booker T. Washington. Messner, 1955. Spencer, Samuel R., Jr. Booker T. Washington and the Negro's Place in American Life. Boston: Little, 1955. Washington, Booker T. Up From Slavery. Garden City: Doubleday, 1963. Ploskie, Harry A., Ph. D., and Warren Marr, II., eds. The Negro Almanac: A Reference Work on the Afro American. 1976 Bicentennial Ed., 3rd rev. ed. New York: The Bellewether Company. The Face of Rural America. The 1976 Yearbook of Agriculture, U. S. D. A.

TITLE: Overcoming Disadvantages-Contributions to Agriculture

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
G. Conclusion	By viewing artifacts housed in the Tuskegee Institute museum, students will increase in knowledge of the progress made in agriculture in Alabama during the past decades and the contributions of Negroes to agriculture and vocational education.	As a culminating activity, students will visit Tuskegee Institute museum on a field trip and on returning will give oral reports and observations of their trip. Pictures or slides made during the trip and museum visit may be displayed or shown. Classes not having made the trip will be invited as guests for the class period.	

PRE-POST TEST

Underline the letter indicating the correct answer.

1. Survival is defined as:

   A. things you see
   B. being able to live
   C. art of making a living
   D. a horticultural plant

2. The colonist were taught to grow new crops by:

   A. Dutch
   B. White men
   C. Indians
   D. both A and B

3. "Kernels" refers to:

   A. grains of corn
   B. a type of flower
   C. pots of plants
   D. none of the above

4. "Environment" is defined as:

   A. all conditions or things of our surroundings
   B. evil acts
   C. a type of soil mix
   D. both A and C

5. "Domestication" is defined as:

   A. no longer wild; tame, or civilized
   B. the dome of a building
   C. a type of cat
   D. process of mixing soil

6. "Production" refers to:

   A. process of growing crops and/or livestock
   B. to produce something of value
   C. growing agricultural goods
   D. all of the above

7. The Indians were the first to grow:

A. cotton
B. sweet potatoes
[✓ C.] corn
D. fruits

8. The oldest industry known to man is:

A. clothing
B. home building
C. automobile
[✓ D.] agricultural

9. Agriculture is said to be our basic industry because:

A. Most industries depend on the agricultural industry.
B. Many industries get raw materials from agriculture.
C. Agriculture supplies most of man's basic needs.
[✓ D.] all of the above
E. A and B only

10. "Agriculture" refers to:

A. farming only
B. living on a farm only
C. the production of crops only
[✓ D.] production, processing, marketing, distribution of farm products as services
E. all of the above

11. About 1850 one farm worker could feed and clothe:

[✓ A.] himself and four other people
B. himself only
C. 100 people
D. himself and his wife

12. Today one farm worker is producing enough to support:

[✓ A.] about 55 people
B. 100 people
C. 200 people
D. 10 people

13. Dr. George W. Carver was born of slave parents about:

A. 1864 on a farm in Georgia
[✓ B.] 1864 near Diamond Grove, Missouri
C. 1860 near Cottage Grove, Iowa
D. 1910 near Tuskegee Institute

14. Dr. Carver, as an agricultural chemist, worked night and day and found:

A. over 300 uses for the peanut
B. over 100 uses for sweet potatoes
C. 300 uses for soybeans
[✓ D.] A and B

15. When Carver arrived in Alabama, farmers were suffering because:

A. The cotton crops were failing.
B. The rain fall was too low.
C. Farmers could not borrow enough money.
D. Farmers could not sell their soybeans.

16. It was noted early that Carver had:

A. great physical strength
B. poor eye sight
C. desire to get rich
D. more than usual curiosity and wanted an education very much

17. Dr. Carver was pleased to come to Tuskegee Institute because he realized it was:

A. a chance to make plenty of money
B. a chance to help many people
C. a chance to live close to his relatives
D. a chance to teach school

18. Booker T. Washington was born a slave on the James Buroughs plantation April 6, 1856 in:

A. Macon County, Georgia
B. Franklin County, Virginia
C. Macon County, Alabama
D. none of the above

19. In 1872 Booker T. Washington, with $1.50 in his pocket, set out for Hampton to attend school which was:

A. 20 miles from his home
B. 500 miles from his home
C. 50 miles from his home
D. 100 miles from his home

20. At an early age Washington worked:

A. in salt and coal mines
B. in his father's grocery store
C. on the youth summer programs
D. at pulpwood yards

21. In 1881 Booker T. Washington opened:

A. Alabama State College
B. Tuskegee Institute
C. Stillman College
D. Selma University

22. Booker T. Washington believed that students should be taught:

A. academic subjects only
B. academic subjects, vocational skills, and agriculture
C. masonry only
D. agriculture only

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Secondary

Subject: Special Education

Date: 1978

TITLE: Ethnic Contributions to the Calendar: English and Social Studies

SUBJECT MATTER: This unit is a study of the characteristics of different types of calendars and the contributions that ethnic groups have made to their development.

GENERAL OBJECTIVES: The learner will understand the diversity and origin of the calendars and the roles that ethnic holidays play. The learner will be able to identify characteristics of calendars and their relationship to different ethnic groups.

OVERVIEW: This unit is an enrichment unit designed to compliment the current English-Social Studies program at the secondary special education level. The focus of this unit is an examination of many types of calendars and the observance of various holidays by ethnic groups.

PREPARED BY: Velma Essex
Nancy Meehan
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 7 to 10 hours

TITLE: Ethnic Contributions to the Calendar: English and Social Studies

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
Language Arts			
I. Definition of the calendar	I. Given a lesson on the term "calendar," the students will write the definition of "calendar" with 70% accuracy.	I. The students will view present and previous copies of the American calendar.	Copies of the American calendar
		The students will research the definition of "calendar" in dictionaries and discuss their findings.	Dictionaries Encyclopedias Brindze, Ruth. The Story of Our Calendar. New York: Vanguard Press, Inc., 1949.
		The students will use any medium and construct a calendar.	
II. Days of the week	II. In a teacher-prepared examination, following a lesson on the days of the week, the students will spell the days of the week and give the correct abbreviation for each with 90% accuracy.	II. The students will study the days of the week on an American calendar.	Copies of the American calendar
		The students will copy from the board a listing of all days of the week with letters missing and fill in the correct letters to complete the spelling.	Bulletin board

TITLE: Ethnic Contributions to the Calendar: English and Social Studies

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
III. The names of the American calendar months	III. After being given information through lectures and an opportunity to participate in classroom activities, the students will pronounce and spell correctly the names of the months of the American calendar.	III. The students will view a film of the American calendar.	Film: *The American Calendar*.
		The students will use copies of the American calendar to discover each month's position on the calendar.	Copies of the American calendar
		The students will view a listing of the original names of the months and compare their spelling to the present names of the American months.	Bulletin board or transparencies of the original and present spellings of the months Brindze, Ruth. *The Story of Our Calendar*. New York: Vanguard Press, Inc., 1949.
		The original names of the months: Januarius Februarius Martius Aprilis Marus Junius Quintilis Sextilis September October November December	

TITLE: Ethnic Contributions to the Calendar: English and Social Studies

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		The present names of the months: January July February August March September April October May November June December	
IV. Description of years	IV. Given information through lectures, the students will spell, pronounce, and give the correct definition of three of the four kinds of years.	IV. The students will use dictionaries and encyclopedias to research the meaning of four kinds of years: 1. Lunar 2. Solar 3. Lunisolar 4. Leap Year	Dictionaries Encyclopedias
V. Celebration of holidays around the world	V. Having acquired knowledge through lectures, readings, and research, members of the class will name five holidays in the language of the country in which it is celebrated and pronounce correctly.	V. The students will view films and make oral and written reports of the following holidays: 1. New Years' Day as celebrated world wide on January 1.	Creative Holidays: 100 Unusual Holiday Ideas. Carson, California: Educational Insights, 1974.

TITLE: Ethnic Contributions to the Calendar: English and Social Studies

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. Saint Valentine's Day as celebrated in the United States and Canada on February 14.	The Story of Valentine's Day. Filmstrip and cassette. Producer and Distributor: Society for Visual Education, Inc. Singer Education Division, 201 East 50th Street, New York, New York, 10022.
		3. Leap Year as celebrated in the United States and Scotland on February 29.	
		4. Easter as celebrated in March or April in the United States.	
		5. Basanth - first day of Spring celebrated in Africa, Asia, and Eastern Europe.	
		6. May Day as celebrated in Rome, Sweden, Europe, England, and the United States on May 1.	
		7. Tanabata as celebrated July 7 by the Japanese.	

TITLE: Ethnic Contributions to the Calendar: English and Social Studies

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		8. Halloween as celebrated October 31 in the United States. 9. Thanksgiving Day as celebrated in the United States. 10. Christmas as celebrated by Christians all over the world on December 25. 11. Carnival as celebrated in Spain, Portugal, Mexico, Cuba, Brazil, and the United States, beginning on Epiphany, January 6 and ending at midnight on Shrove Tuesday.	
Social Studies			
I. Historical background of our present-day calendar.	I. Students, after hearing materials on historical background, will list at least one characteristic of each of the following cultures:	I. Students will copy pertinent material on each calendar of each culture from material placed on the board by the teacher.	Brindze, Ruth. *The Story of Our Calendar*. New York: Vanguard Press, Inc., 1949.

TITLE: **Ethnic Contributions to the Calendar:** English and Social Studies

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	1. African - Egyptian 2. Italian - Roman a. Julian b. Gregorian 3. English		Encyclopedias, under the topics of "calendar" and "ethnic groups" Adler, Irving. Time in Your Life. New York: John Day Co., 1955. Ziner, Feenie, and Elizabeth Thompson. Time. Chicago: Children's Press, 1956.
	Students will locate and label on a map the following countries: Egypt, Italy, and England.	Students will locate on a world map the countries of Egypt, Italy, and England.	World map
II. Other Ethnic groups' calendars: A. Jewish B. Chinese C. Moslem D. Indian 1. United States 2. Mexican	II. By researching the information and then presenting it in a short, written report, the student will contrast our calendar and the calendar of the ethnic group of his choice.	II. Students will use the library and research material for their reports. Students will orally report to the class on the ethnic group of their choice concerning that group's calendar. Pictures or drawings will be used to explain these calendars.	Sechrist, Elizabeth. Christmas Everywhere. Philadelphia: Macrae Smith Co., 1962. Hutchison, Ruth, and Ruth Adams. Every Day's a Holiday. New York: Harper and Row, 1951. America Celebrates Fall. 1975 Ethnic Heritage Studies. Cleveland Public Schools, Cleveland, Ohio.

TITLE: Ethnic Contributions to the Calendar: English and Social Studies

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
III. Some holidays included in our present-day calendar: A. New Year 1. Chinese 2. Jewish B. Valentine's Day C. St. Patrick's Day D. April Fool's Day E. Easter F. May Day G. Labor Day H. Halloween I. Thanksgiving J. Christmas K. Hanukkah	III. The student will be able to describe the importance of calendars in relation to religious holidays, observations, and practices of different ethnic groups by making a chart. It will include: religious holidays, civil holidays, and methods of observance.	III. Students will prepare a bulletin board on the approaching holidays (depending on the date the unit is taught). Students will orally present an overview of a chosen holiday to the class. Students will listen to reports on the holidays given by classmates. Students will view a film on Christmas and Hanukkah. Students will listen to a summary given by the teacher of all holidays studied.	America Celebrates Winter. 1975 Ethnic Heritage Studies. Cleveland Public Schools, Cleveland, Ohio. America Celebrates Spring. 1975 Ethnic Heritage Studies. Cleveland Public Schools, Cleveland, Ohio. The Story of Hanukkah and Christmas. Filmstrip (1) Record (1) $11.00. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 201 East 50th Street, New York, New York 10011.

TITLE: Ethnic Contributions to the Calendar: English and Social Studies

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
IV. Calendars of the future: The World Calendar	IV. Students will compare and contrast the proposed World Calendar and the Gregorian Calendar orally, indicating preferences, and thereby providing information to the satisfaction of the teacher.	IV. Students will listen to a mathematician resource person explain the World Calendar.	Resource person: Mathematician

PRE-POST TEST

Select the letter which best answers the question or completes the sentence.

1. The term "calendar" is defined as:

   A. a system of dividing time as days, weeks, months, seasons, and years

   B. a means of tracking time

   C. a way to record dates

   D. all of the above

2. The original spelling of the month of February is:

   A. Martius

   B. Marus

   C. Februarius

   D. Junius

3. The first month of the original calendar as organized by the Romans was:

   A. January

   B. March

   C. December

   D. Junius

4. Special days of our calendar which bring about a variety of celebrations are called:

   A. work day

   B. holidays

   C. both A & B

   D. None of the above

5. The first day of Spring celebrated in Africa is called:

   A. Palm Sunday

   B. Carnival

   C. Basanth

   D. Easter

6. The correct abbreviation for the first month and last month of the American calendar are:

A. Mar. and Jan.
[✓ B. Jan. and Dec.]
C. Feb. and Nov.
D. August and October

7. The proper way to write each day of the week and each month of the year is to:

A. begin each with a capital letter
B. abbreviate each month
C. begin their individual abbreviation with a capital letter
[✓ D. both A & C]

8. Valentine's Day is a day celebrated February 14 by:

A. giving greeting cards to others
B. giving gifts to loved ones
[✓ C. both A & B]
D. none of the above

9. Tanabata is a special holiday celebrated on July 7th by the:

A. Chinese
[✓ B. Japanese]
C. Canadians
D. Mexicans

10. The calendar which is most widely used today is the:

A. Julian
[✓ B. Gregorian]
C. American
D. World

11. Most Indian Tribes determine years by:

[✓ A. seasons]
B. months
C. days
D. both B & C

12. The Egyptians improved their lunar calendar to a calendar consisting of:

[✓ A. 365 days of 3 seasons with 5 extra days]
B. 12 months exactly
C. 360 days of 4 seasons
D. 10 months

13. The Julian calendar was reformed or improved by:

A. Julius Caesar
B. Augusta Caesar
[✓ C. Pope Gregory XIII]
D. Cleopatra

14. The ethnic groups (or group) that still use two calendars at the same time are the:

A. Chinese
B. Jewish
C. neither of the above
[✓ D. both A & B]

15. Leap year in the Gregorian calendar occurs:

[✓ A. every 4 years, except those century years which are divisible by 400]
B. every 4 years
C. only century years ending in 5
D. none of the above

16. On the Chinese calendar, New Year's Day occurred:

A. always on January 1st
B. never
[✓ C. when the first new moon after the sun entered the sign of Aquarius]
D. twice a year

17. In relation to the flooding of the Nile, ancient Egyptians celebrated _______ when the star of Sirius appeared in the sky.

[✓ A. New Year's Day]
B. Egyptian Day
C. Sirius Day
D. Christmas Day

18. St. Patrick's Day is an ______ holiday.

A. Italian
B. African
C. Indian
[✓ D. Irish]

19. The International date line is located at:

A. London

B. Rome

C. New York

D. Greenwich

20. The World calendar has Leap Year Day on:

A. February 29

B. December 32

C. June 31

D. none of the above

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Secondary

Subject: Math-Science

Date: 1978

TITLE: Ethnic Contributions to the Calendar: Mathematics and Science

SUBJECT MATTER: The characteristics of different types of calendars will be examined, and the ethnic influence on their development will be emphasized.

GENERAL OBJECTIVES: This unit is intended to introduce the learner to the diversity and origin of the calendar and the role the seasons play. The learner will be able to identify characteristics of calendars and how they relate to different ethnic groups.

OVERVIEW: Ethnic Contributions to the Calendar is an enrichment unit to be used with the current Math/Science program at the secondary special education level. The focus of this unit is an examination of many types of calendars and the observance of various holidays by ethnic groups.

PREPARED BY: Vickie Pickens
Patricia Thompson
Francis Marion High School

APPROXIMATE TIME IN CLASS HOURS: 5 hours

TITLE: Ethnic Contributions to the Calendar: Math-Science

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
Scientific Origin of Our Calendar			
I. Our calendar originated in Ancient Egypt and in the neighboring kingdom of Babylonia.	Following discussion of the history of our calendar, students will be able to list the founders of our calendar.	Students will view pictures of the Roman stone calendar.	Brindze, Ruth. Our Calendar. New York: The Vanguard Press, Inc., 1960.
	Students will differentiate between the four types of calendars with 80% accuracy after discussion of the following calendars: 1. Julian 2. Gregorian 3. Egyptian 4. Aztec	Students will view pictures of the following calendars: 1. Julian 2. Gregorian 3. Egyptian 4. Aztec	World Book Encyclopedia. Vol. XIII. Field Enterprises Educational Corporation, 1974.
		Students will construct an Aztec calendar.	Materials: clear liquid plastic resin Deep Flex casting mold resin dyes Deep Flex Products Catalog. Deep Plastic Molds, Inc., Fort Worth, Texas, 1977.

TITLE: Ethnic Contributions to the Calendar: Math-Science

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
II. The Roman Calendar The Romans devised a stone calendar, which had a zodiac sign for each month.	Following discussion of the Roman Stone Calendar, each student will write the zodiac sign under which he was born.	Using a copy of the Roman Stone Calendar, each student will determine his own astrological sign. Students will write a report stating their own astrological characteristics. On a mimeographed sheet depicting all the zodiac signs, students will draw a stick person beneath the zodiac sign under which they were born.	Buehr, Walter. Keeping Time. New York: G. P. Putnam's Son, 1960.
III. Julian Calendar February has 28 days because a day was taken from February and added to August. The months named for Augustus Caesar (August) and Julius Caesar (July) became equal in length.	Following a discussion of the topic, students will write a statement explaining, with 100% accuracy, why February has only 28 days.	Students will construct a Julian calendar, indicating on the calendar the following ethnic holidays: a. St. Sylvester Day b. Jewish Passover c. Hanukkah	Sechrist, Elizabeth Hough. A Book of Red Letter Days: A Book of Holiday Customs. Philadelphia: Maeral Smith Company, Inc., 1940. Materials: Markers Pencils Poster paper World Calendar Cotsworth Plan Calendar

TITLE: Ethnic Contributions to the Calendar: Math-Science

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
IV. Egyptian Mechanical Timekeepers			
The Ancient Egyptians devised several mechanical timekeepers to help them measure the days and nights.	Following discussion of ancient mechanical timekeepers, students will, with 80% accuracy, write how each of the following devices was used: 1. water clock 2. candle clock 3. hour glass clock 4. sundial clock 5. rope clock	Students will view transparencies of the following clocks: 1. water clock 2. candle clock 3. hour glass clock 4. sundial clock 5. rope clock Each student will construct one of the above listed clocks.	Buehr, Walter. Keeping Time. New York: G. P. Putnam's Sons, 1960.
V. Gregorian Calendar--The Origin of the Months			
Each month was named for either an important person or an important event.	Following a discussion of how each month was named, students will write a statement concerning the origin of the months' names with 80% accuracy.	Students will match the facts about the origin of each month with the correct month.	Sechrist, Elizabeth Hough. Red Letter Days: A Book of Holiday Customs. Philadelphia: Macre Smith Company, Inc., 1940.

TITLE: Ethnic Contributions to the Calendar: Math-Science

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
Math and the Calendar			
I. Comparison of Egyptian, Gregorian, Julian, and Aztec Calendars	After studying the four types of calendars, students will correctly answer 7 out of 10 questions concerning the characteristics of each calendar and the rules for tracking time with the following devices: 1. Egyptian calendar 2. Gregorian calendar 3. Julian calendar 4. Aztec calendar	Students will discuss the different types of calendars. Students will design calendars and construct charts to go with them, including the following information: the number of days in each month, the months in each year, type, origin, and the ethnic group who used them.	Encyclopedias. Step by Step. Kit A. The Continental Press, 1969. True Social Studies Library. Vol. 13. Time-Seasons. Chicago: Children's Press, 1969. Hart, Jane. Let's Think about Time. New York City: Hart Publishing Co., 1965.
II. A study of time zones and different types of clocks	Eighty percent of the students will match on paper types of clocks with the ethnic group that used them.	Students will look at pictures of different types of clocks and discuss their use and the ethnic group using them. Students will draw clocks and discuss the division of time into hours, minutes, and seconds.	Earth Science Series-Time. St. Louis, Mo.: Milliken Publishing Co., 1972. White, Betty Jane. First Telling Time Book. Paoli, Penn.: The Instructor Corp., 1970. Brindze, Ruth. The Story of Our Calendar. New York City: Van Guard Press, Inc., 1960. Pictures of clocks

TITLE: Ethnic Contributions to the Calendar: Math-Science

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	After discussing time zones, 80% of the students will write the correct time in ten given states at a given time in Alabama.	Students will discuss why time differs in different places on the earth-time zones.	
III. Culminating activities	Students will become more knowledgeable of the various types of clocks and watches used in our culture.	Students will visit a local clock shop or jewelry store. They may identify such time pieces as: ship's clock stop watch digital watch cockoo clock hour glass grandfather clock sun dial electric timer electric watch self-winding watch alarm clock clock radio Swiss clock	Local clock shop

PRE-POST TEST

Underline the correct answer.

1. February has 28 days because:

   A. The Romans wanted one month shorter than the others.
   [✓ B.] The month named for Augustus Caesar would not be shorter than the one named for Julius Caesar.
   C. none of the above
   D. both A and B

2. The origin of our calendar is:
   A. Africa B. Mexico [✓ C.] Egypt D. New Zealand

3. The stone calendar which was decorated with the zodiac signs was devised by:

   A. Egyptians [✓ B.] Romans C. Hebrews D. Indians

4. If your birthdate is May 14, your zoidac sign is:

   A. Pisces [✓ B.] Taurus C. Scorpio D. Leo

5. If your birthdate is October 31, your zodiac sign is:

   A. Aries B. Gemini C. Aquarius [✓ D.] Scorpio

6. St. Patrick's Day is:

   A. a day observed by all saints [✓ B.] a holiday observed by the Irish
   C. a holiday named for St. Patrick D. none of the above

7. Hanukkah is a:

A. Mexican holiday [✓ B.] Jewish holiday C. Jamacian holiday D. African holiday

8. Jewish Passover is a holiday that is commemorated by:

A. Africans [✓ B.] Jews C. Mexicans D. Japanese

9. Which of these is not a mechanical timekeeper that the Egyptians used?

[✓ A.] coo-coo clock B. sundial C. rope clock D. candle clock

10. July is named for the Roman:

[✓ A.] Julius Caesar B. Augustus Caesar C. Brutus D. Caesar Augustus

11. The month that was named for the ancient god of beginnings is:

A. March B. December [✓ C.] January D. April

12. The month named for Mars, Roman god of war, is:

A. May [✓ B.] March C. April D. July

13. On the Cotsworth Plan Calendar, February has:

A. 29 days B. 30 days C. 28 days [✓ D.] 31 days